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ABSTRACT

This bibliography is intended to assist teachers and administrators involved in competency-based, English as a second language (ESL) instruction. The materials included in the bibliography have been correlated with the core curriculum competencies of the Mainstream English Language Training (MELT) Project. The guide is divided into three parts. The first part outlines: (1) the MELT topic competencies (banking, community services, job search, job retention, health, housing, shopping, and transportation) as they appear in the MELT core curriculm; and (2) the MELT cross-topic competencies (clarity, directions, money, personal identification, social language, telephone, and time). The following information is provided for each competency: competency code, student performance level, competency statement, and sources covering the competency. The second part contains an alphabetical list of source materials with annotations and is cross-referenced by page numbers with the MELT competencies. The third part consists of an alphabetical list of publishers with addresses and titles of materials received from each one. (MN)

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ED286074

MELT Bibliography

Materials Correlated with the Core Curriculum Competencies of the Mainstream English Language Training Project Office of Refugee Resettlement

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January 15, 1987

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PREFACE

This bibliography was developed by Spring Institute following more than three years of working with ESL programs interested in utilizing the competency-based Mainstream English Language Training Project (MELT). MELT was developed under the auspices of the Office of Refugee Resettlement, and this bibliography was supported by ORR's Region VIII.

Among the programs with which we worked, competency-based education was a new idea for some program directors, curriculum coordinators and teachers, and for many paraprofessionals and volunteers. For them and for any other programs currently using or interested in adopting a competency-based curriculum, selecting appropriate new materials or locating specific lesson materials in available texts is very time-consuming. This bibliography has been designed to provide help to teachers and administrators involved in competency-based ESL.

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We would like to thank a number of people who provided generous assistance during the preparation of this document.

Kathy Santopietro, Lead Teacher for Northeastern Colorado ABE programs for the Colorado Department of Education, and her teachers have begun to implement the MELT Core Curriculum. As a part of this process, they have been matching their materials to MELT Competencies and have shared their work with us. We appreciate their efforts and their generosity.

We would also like to thank the following people in leadership positions in the ESL field in Region VIII who are knowledgeable about MELT and who agreed to examine the document in draft form.

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   St. Louis, Missouri

4. Jan Cox, ESL Coordinator
   Salt Lake Community Education
   Salt Lake City, Utah

5. Vern Porter, Director
   Colorado Refugee ESL Program
   Denver, Colorado

6. Kathy Santopietro, Lead Teacher
   Northeastern Colorado ABE/ESL

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Special thanks go to Valda Ohmstede for the difficult task of assembling and typing Section II, and to Mary Ann Rakke for over-seeing the printing.

CONTRIBUTING PUBLISHERS

A number of publishers have very kindly contributed materials for examination during the preparation of the documents. Special thanks go the companies on the list which follows. A number of other publishers whose materials have been included were not contacted and did not have an opportunity to provide materials if we already had copies of appropriate CBE publications from their companies. The addresses of all the publishing companies represented, as well as the titles of their books which have been included in the text, appear in Section III at the end of the bibliography. We include only the names of companies who donated materials here, along with our expression of appreciation.

Contributing Publishers

1. Addison-Wesley Publishing Company
2. The Alemany Press
3. Cambridge, The Adult Education Company
4. Contemporary Books
5. Heinemann Educational Books, Inc.
6. I/CT - Instructional/Communications Technology
7. Janus Books
8. Lakeshore Curriculum Materials Company
9. Media Materials, Inc.
10. Modern Curriculum Press
11. National Textbook Company
12. Newbury House Publishers
13. New Readers Press
14. Regents Publishing Company, Inc.
15. Richards Publishing Company
16. Steck-Vaughn Company

We also thank Bud Tumy, Director of the Refugee Materials Center, for agreeing to list the document in the RMC Bibliography. This Bibliography contains curricular and supplementary materials to assist in the education and resettlement of refugees and immigrants, and is available to educators working with refugees and immigrants across the country. He may be contacted at the following address:

James B. Tumy, Director
Refugee Materials Center
U. S. Department of Education
10220 N. Executive Hills Blvd.
Kansas City, MO 64153

FORMAT

This document is composed of three sections:

I. Competencies

  A. MELT Topic Competencies as they appear in the MELT Core Curriculum, with the following information:

    1. Competency Code (He-38)
    2. Student Performance Level - SPL (Level: 4)
    3. Competency Statement (Fill out a standard medical history form with assistance.)
    4. Sources - alphabetical list of materials with page numbers which apply to the specific competency. (Source: English for Adult Competency II, p. 62)

  B. MELT Cross-Topic Competencies (as above)

    1. Competency Code
    2. Student Performance Level
    3. Competency Statement
    4. Sources

II. Sources

All sources are listed in alphabetical order, with the following:

  A. Annotation of material, including author(s), publisher, level of the material, general overview of content, and appropriateness for ESL students
  B. All relevant Competency Codes (CmS-1) to which the source applies
  C. Specific page numbers relevant to each competency.

III. Publishers

An alphabetical list of publishers is included with a contact address for each and the titles of all materials from that publisher which are included in the bibliography.

NOTES TO THE TEACHER:

While 150 books have been included in this document, it is certainly not necessary for any single program to have access to all or even most of them. If a program is selecting new materials, administrators and staff may want to check Section II, the list of source materials, to see which books might contain materials for large numbers of competencies and might therefore serve as basal texts. Other books on the list might serve as resource materials for staff use. Checking Section II against a list of materials to which a program has access should enable staff to use available texts more easily. The annotations have been designed to help programs decide if a particular book might be one which would be suitable for examination.

The books and other materials within this project are certainly not all-inclusive; many excellent publications were not examined because of time constraints. Curriculum coordinators and teachers are encouraged to add other materials to the list.

The materials represented here come basically from two sources: (1) materials which were used in Spring's MELT classes and/or are available in our library; and (2) materials which were submitted for examination by publishers in response to requests for adult-level competency-based publications. In a number of cases, the same page(s) can be used to deal with several competencies. Also, a few competencies are best dealt with by using local materials; in those instances, notes to that effect are included with the source entry.

A number of books on the list are Adult Basic Education material, and were not written for ESL students. Where this poses problems, we have tried to include warnings in the annotations. Teachers need to be aware that reading levels and both formal and informal or idiomatic language may be stumbling blocks for ESL readers. In those cases, teachers may need to provide pre-teaching with definitions or explanations.

Also in some cases competencies which appear in Student Performance Levels 1 or 2 may be covered in a text which assumes a higher level of skill in English. When this occurs, teacher discretion will be necessary in adjusting the difficulty level of the activities to meet the student's skill level.

Finally, some of the competencies specify getting information in person or by phone, while some others specify that communication should be in person or in written form. Again, some of the activities in the texts meet the objective of a given competency, but teachers will need to modify the activity for the mode of interaction, either in person or by phone, written or spoken.

I. MELT COMPETENCY LIST

A. TOPIC COMPETENCIES

BANKING

TOPIC Competency: **Ban-1 Level: 1

Competency Statement: Endorse a check.

Sources: Basic English for Adult Competency, pp. 75-76
Banking, Follett Coping Skills, p.16
English for Adult Competency I, p. 145
Opening Lines, p. 208
A Writing Book: English in Everyday Life, p. 70

TOPIC Competency: Ban-2 Level: 1

Competency Statement: Provide proper ID upon request to cash a check or money order. [(Can I see some identification?)]

Sources: English for Adult Competency I, pp. 108, 145
Everyday English 2B (Alemany), Banking, p. 10
A New Start, Teacher's Book, p. 194
Opening Lines, pp. 208, 212 #4
Speak English! Text One, p. 23
Speaking of Pictures I, pp. 5-6

TOPIC Competency: ** Ban-3 Level: 2

Competency Statement: Ask to cash a check or money order. ("Can I cash this check?")

Sources: Action English Pictures, p. 61
Basic English for Adult Competency, p. 74
English for Adult Competency I, p. 145
Everyday English 2B (Alemany), Banking p. 10
Live Action English, p. 35
Look Again Pictures, pp. 54-55
Opening Lines, p. 208, p. 212 #2 and #4
Speak English! Text One, p. 21
Speaking of Pictures 1, pp. 5-6

TOPIC Competency: Ban-4 Level: 2

Competency Statement: Buy a money order.("A money order for $50.00 please.")

Sources: Basic English for Adult Competency, p. 77
English for Adult Competency I, p. 145
ESL Operations, pp. 70-71
Everyday English 1 (Alemany), Banking, pp. 8, 12
Lifelines 1, pp. 25-29
Opening Lines, p. 208
A New Start, Student Book, p. 125

TOPIC Competency: **Ban-5 Level: 3

Competency Statement: Write a check.

Sources: Action English Pictures, p. 61
The Bank Book, pp. 43-45, 51-58
Banking, Follett Coping Skills, pp. 22-24
English for Adult Competency I, p. 144
ESL Operations, p. 74
Everyday English 2B (Alemany), Banking, p. 11
Filling Out Forms (1986), pp. 29-30, 34
Impact! Book I, pp. 128-129
A New Life, A New Job, Level 3 Student's Page 137
A New Start, Student's Book, pp. 125, 127-128
Literacy Workbook 2, pp. 79-89
Real to Reel, pp. 19-20
Speak English! Text One, pp. 21-22
Today - Activity/Reference Book A-1, pp. 24-26
Book A-2, pp. 23-26
The Write Stuff: Life Skills Writing, Exercise Book, pp. 8-9

TOPIC Competency: Ban-6 Level: 3

Competency Statement: Fill out a money order, including date, amount, addressee, own name and signature.

Sources: Banking, Budgeting, and Employment, pp. 20-21
Lifelines I, p. 28
A New Start, Student's Book, p. 125
Opening Lines, pp. 208, 400

TOPIC Competency: **Ban-7 Level: 4

Competency Statement: Fill out deposit/withdrawal slips.

Sources: The Bank Book, pp. 11-15, 37-41
Banking, Follett Coping Skills, pp. 12-15
Banking, Budgeting, and Employment, pp. 11-12, 26-27
A Conversation Book I, p. 128
English for Adult Competency II, p. 155
Everyday English 2B (Alemany), Banking p. 12
Filling Out Forms (1986), pp. 31-32, 36.
Look Again Pictures, p. 56
A New Life, A New Job, Level 3 Student's Page 139
Opening Lines, p. 399
Skills for Living, Unit I, pp. 9a-9h, 5d
Unit II, Coping as a Consumer, pp.13a-13e
Today - Activity/Reference Book A-1, pp. 31-33, 58
The Write Stuff: Life Skills Writing, Exercise Book, pp 7-8

TOPIC Competency: Ban-8 Level: 4

Competency Statement: Buy and fill out an international money order.

Sources: Opening Lines, p. 208, 400

TOPIC Competency: **Ban-9 Level: 5

Competency Statement: Fill out the required forms to open a checking or savings account with assistance.

Sources: Application Forms, lesson 18
The Bank Book, pp. 10, 30-31
Banking, Follett Coping Skills, p. 8
English for Adult Competency I, pp. 141-143
English Spoken Here, Life in the U.S., Exercise Book, p. 2
Filling Out Forms (1986), p. 29
Lifelines 2, pp. 25-28
A New Life, A New Job, Level 3 Student's Pages 132-141
Opening Lines, p. 398
Skills for Living, Unit I, pp. 5a-5g

TOPIC Competency: Ban-10 Level: 5

Competency Statement: Read a savings and checking account statement.

Sources: Alice Blows a Fuse, pp. 130-131
The Bank Book, p. 60
Banking, Follett Coping Skills, pp. 27-36
Banking, Budgeting, and Employment, pp. 16-18

TOPIC Competency: None Level: 6

There are no competencies for Banking at this level.

TOPIC Competency: Ban-11 Level 7

Competency Statement: Fill out a loan application with assistance.

Sources: Buying A House, The Money Series, entire book
English for Adult Competency II, pp. 156-157
A Writing Book: English in Everyday Life, pp. 76-77

COMMUNITY SERVICES

TOPIC Competency: **CmS-1 Level: 1

Competency Statement: Read emergency words. (FIRE, POLICE, POISON)

Sources: Entry to English, Book 2, pp. 51-54
Functional Signs: (POLICE, HOSPITAL)
Learning Functional Words, pp. 31, 56
A New Start, Student Book, p. 27
Literacy 1, pp. 93-94
Signs and Labels, p. 50 (Fire alarm, extinguisher)
Survival Signs: (POLICE, HOSPITAL, etc.)

TOPIC Competency: **CmS-2 Level: 1

Competency Statement: Read, say, and dial telephone numbers of emergency services (FIRE-991).

Sources: A Conversation Book I, pp. 98-99
English for Adult Competency I, pp. 63-64
Entry to English, Book 2, p. 54
Book 4, p. 49
A New Start, Student Book, p.27
Opening Lines, pp. 234-240
Real to Reel, pp. 8-9

TOPIC Competency: **CmS-3 Level: 1

Competency Statement: Spell name and address and report an emergency in the home by telephone in simple terms. ("Help!", "Police!")

Sources: Action English Pictures, p. 31
A New Start, Student Book, p. 27
Opening Lines, pp. 234-240

TOPIC Competency: **CmS-4 Level: 1

Competency Statement: Ask for stamps at a post office. ("Two airmail stamps, please.")

Sources: Basic English for Adult Competency, p. 77
A Conversation Book I, p. 102
Everyday English 1 (Alemany), Post Office, p. 5
ESL Modulearn (1-20), pp. (19) 1-4
Lifelines 1, p. 75-79
A New Start, Student Book, p. 34
Opening Lines, p. 149

TOPIC Competency: CmS-5 Level: 1

Competency Statement: Identify basic facilities, services, and commonly seen community workers in the neighborhood/community. ("Bank"; "money"; "teller". "Hospital"; "sick"; "doctor".)

Sources: English for Adult Competency I, pp. 34, 143, 148, 158
Entry to English, Book 2, pp. 61, 63
Everyday English 1 (Alemany), Employment, p. 4
Everyday English 3 (NTC), pictures only, pp. 14, 19, 24
Lifelines I, pp. 71-79
A New Start, Student's Book, p. 27, 53, 99-100
Literacy 1, pp. 101-102
Literacy 2, p. 13
Signs and Labels (pictures only), pp. 51, 54-55, 57, 59-66, 68, 72, 74, 76, 82.

[Slides and pictures of own local area.]

TOPIC Competency: **CmS-6 Level: 2

Competency Statement: Report an emergency in person. ("Help! Fire in Apartment 2A.")

Sources: Let's Work Safely!, pp. 82-83

TOPIC Competency: **CmS-7 Level: 2

Competency Statement: Correctly address an envelope/package, including return address.

Sources: Action English Pictures, p. 44
English That Works 1, pp. 25-28
Entry to English 2, p. 12
Everyday English 2A (Alemany), Post Office, p. 16
ESL Operations, p. 64
Finding a Job, p. 107
Live Action English, p. 38
A New Start, Student's Book, p. 61
Literacy Book 2, pp. 17-19
Opening Lines, p. 156, #2
Real to Reel, pp. 13-15
Techniques for Effective Communication, p. 32
Tune in to English, p. 41
The Write Stuff: Life Skills Writing, Exercise Book, p.28
A Writing Book: English in Everyday Life, pp. 34-45

TOPIC Competency: CmS-8 Level: 3

Competency Statement: Provide upon request proof of address or other necessary information in order to obtain a library card. ([Can I see your driver's license?] "Yes, here you are.")

Sources: English for Adult Competency I, p. 157
Everyday English 4 (NTC), pp. 20-21

TOPIC Competency: CmS-9 Level: 3

Competency Statement: Report location and problem in an emergency outside the home. ("Help! There's a robbery at 10 Main Street!")

Sources: A Conversation Book I, pp. 140-141
Discovering English, p. 150
English Spoken Here, Health and Safety, pp. 100-103
ESL Modulearn, Vol. 2, pp. (38)6-8
The New Arrival, Book II, pp. 58-60
Speak English! Text One, pp. 10, 35

TOPIC Competency: CmS-10 Level: 3

Competency Statement: Ask and answer questions about the name of own or child's school, teacher, class, and time. ([Which school does your child go to?] "Lincoln School.")

Sources: Everyday English 1 (Alemany), School, pp. 4-5
" " 2A " School, pp. 2, 4
Everyday English 2 (NTC), pp. 31-32
Opening Lines, p. 153

TOPIC Competency: CmS-11 Level: 4

Competency Statement: Read and interpret common signs regarding hours in public areas. (PARK CLOSED 6:00)

Sources: Building Life Skills F, pp. 46-50
Reading for Survival, pp. 27, 34
Signs Around Town, pp. 28-29, 44-45

TOPIC Competency: CmS-12 Level: 4

Competency Statement: Fill out a change of address form, with assistance.

Sources: Everyday Consumer English, p. 143
Everyday English 2A (Alemany), Post Office, p. 10
Opening Lines, p. 407
Reading for Survival, p. 21
A Writing Book: English in Everyday Life, p. 46

TOPIC Competency: CmS-13 Level: 4

Competency Statement: Ask simple questions to determine correct postage. ("How much is this letter by airmail?")

Sources: Alice Blows a Fuse, pp. 18-19
A New Start, Teacher's Book, pp. 193-194
Opening Lines, pp. 150, 156 #4

TOPIC Competency: CmS-14 Level: 5

Competency Statement: Write a note or call to explain an absence from school. ("I was absent yesterday because I went to the dentist.")

Sources: Discovering English, pp. 66-67
ESL Modulearn, Vol. 2, p. (31) 5-6
Everyday English 1 (Alemany), School, p. 7

TOPIC Competency: CmS-15 Level: 5

Competency Statement: Respond to postal clerk's questions regarding custom forms and insurance forms for domestic and overseas packages. ([What's inside?] "Clothing." [What's the value?] "$25.00.")

Sources: English for Adult Competency II, 158, 160, 162
Everyday English 2A (Alemany), Post Office, pp. 12-15
Opening Lines, p. 408 (forms)
A Writing Book: English in Everyday Life, p. 47

TOPIC Competency: CmS-16 Level: 5

Competency Statement: Respond to serious weather conditions based on a TV, radio, or telephone warning. ([There's a tornado watch until 10:00 tonight.])

Sources: Oxford Picture Dictionary, p. 27
Practical Vocabulary Builder, #31

TOPIC Competency: CmS-17 Level: 5

Competency Statement: Inquire about the availability of vocational training or adult basic education programs. ("Is there a welding class that I can take?")

Sources: Finding a Job, pp. 66, 68-69
Instructional Facilities (CAP), pp. 15-26
The New Arrival, Book 2, p. 41
Today, Activity/Reference Book A-2, pp. 42-43

TOPIC Competency: CmS-18 Level: 5

Competency Statement: Read and respond appropriately to written communications from child's school -- shortened school day, vacation, parent-teacher meeting.

Sources: Everyday English 1 (Alemany), School, pp. 7, 10 (oral, not written)
Look Again Pictures, pp. 92-93

TOPIC Competency: CmS-19 Level: 5

Competency Statement: Read basic information on child's report card. (P=PASS; F=FAIL)

Sources: [Report card from local area.]

TOPIC Competency: CmS-20 Level: 5

Competency Statement: Ask for information about and locate on a map recreational facilities and entertainment. ("Where can I go fishing?")

Sources: Building Life Skills F, pp. 46-50
Building Real Life English Skills, p. 283
English for Adult Competency I, pp. 159-164
English for Adult Competency II, pp. 171-174
Let's Look It Up, pp. 54-55
Lifelines 2, pp. 75-79
Looking at American Signs, pp. 16-17
Reading for Survival, pp. 24,27, 40-41, 46
Today, Activity/Reference Book A-2, pp. 13, 15, 48-50
Book B-1, pp. 61, 68
Book B-2, pp. 51, 56

TOPIC Competency: CmS-21 Level: 5

Competency Statement: Fill out postal forms, such as letter registration forms, without assistance.

Sources: English for Adult Competency II, p. 162
Everyday Consumer English, p. 143
Opening Lines, pp. 407-408
Reading for Survival, p. 21

TOPIC Competency: CmS-22 Level: 5

Competency Statement: Arrange daycare or pre-school for own children. ("I'd like to enroll my daughter in pre-school.")

Sources: A Conversation Book I, p. 102
English for Adult Competency I, pp. 165-166
English for Adult Competency II, p. 167

TOPIC Competency: **CmS-23 Level: 6

Competency Statement: Assist others in reporting an emergency with limited translation as necessary.

Sources: [No source material for this competency. Use role play.]

TOPIC Competency: Cms-24 Level: 6

Competency Statement: Obtain information about local public recreational facilities and entertainment from pre-recorded messages.

Sources: Building Life Skills F, pp. 46-51 (Written information)
Real to Reel, pp. 32-33 (Written information)
Your Daily Paper, pp. 46-49 (Written information)

[Teacher-made tapes or local public information messages (telephone, TV, or radio)]

TOPIC Competency: CmS-25 Level: 6

Competency Statement: Ask about services provided by a public library.
("Can I renew these books?"; "Can I borrow records?")

Sources: Alice Blows a Fuse, pp. 174-175, 186-187
A Conversation Book I, pp. 155-156
English for Adult Competency I, pp. 157-158
English for Adult Competency II, pp. 172-173

[Field trip to local library.]

TOPIC Competency: CmS-26 Level: 6

Competency Statement: Read information about education, health, and other community services in a community newsletter.

Sources: English Spoken Here, Life in the U.S., p. 100
The New Arrival, Book 2, p. 41
Today, Activity/Reference Book A-2, pp. 40, 42-43
Book B-2, pp. 49, 56
Your Daily Paper, pp. 48-49

TOPIC Competency: CmS-27 Level: 6

Competency Statement: Accompany and assist a person at a clinic or in an emergency room.

Sources: [There are no sources for this competency. Use role play.]

TOPIC Competency: **CmS-28 Level: 7

Competency Statement: Report a suspected loss or theft. ("I didn't get my check in the mail. I think someone stole it.")

Sources: Alice Blows a Fuse, pp. 158-159
Beyond the Classroom, pp. 15-17
ESL Modulearn, Vol. 2, pp. (38) 1, 6-8
A Writing Book: English in Everyday Life, p. 48

TOPIC Competency: CmS-29 Level: 7

Competency Statement: Get information from local media sources -- newspaper, TV, and radio -- on education, legal aid, health, and other community services -- to obtain a fishing license, legal advice, etc.

Sources: A Conversation Book I, pp. 96-97
English for Adult Competency II, pp. 179-80, 182-186
Getting Help, entire book
Opening Lines, p. 267 #3
Reading for Survival, p. 56
Today, Activity/Reference Book A-2, pp. 42-43, 51
Book B-1, pp. 58, 60, 61, 63, 66-68, 79
Book B-2, pp. 16-18, 49, 51, 53, 56
[Local newspapers, other media]

TOPIC Competency: CmS-30 Level: 7

Competency Statement: Order merchandise by mail.

Sources: Catalog Shopping, entire book, especially pp. 51-56
English for Adult Competency II, pp. 124-125
Let's Look It Up, pp. 50-53
Today - Activity/Reference Book B-1, pp. 12-15, 21, 71
Book B-2, pp. 9-15

TOPIC Competency: CmS-31 Level: 7

Competency Statement: Report problems about mail order merchandise by telephone or in a letter. ("I haven't received my order yet. It's two weeks late.")

Sources: Building Real Life English Skills:
pp. 101-109 (letter form);
pp. 112-114 (where to get help);
pp. 115-119 (telephoning);
pp. 119-120 (writing - needs model to be useful to ESL)
Filling Out Forms (1986), pp. 78-79
Today - Activity/Reference Book B-2, p. 23
(exercise - not teaching page)
The Write Stuff: Life Skills Writing, Exercise Book,
pp. 32-35

EMPLOYMENT -- FINDING A JOB

TOPIC Competency: **EFJ-1 Level: 1

Competency Statement: State previous occupation(s) in simple terms. ("Cook")

Sources: Basic English for Adult Competency, pp. 68-69
English for Adult Competency I, pp. 6, 123, 137
ESL Modulearn, Vol. 2, pp. (27)2-8
Everyday English 1 (Alemany), Employment, p. 15
Lifelines 2, p.15
Opening Lines, pp. 68-70, 74, 180
Oxford Picture Dictionary, p. 54-55
Techniques for Effective Communication, p. 3 (grid)

TOPIC Competency: **EFJ-2 Level: 1

Competency Statement: State current job status. ([Do you have a job?] "No" or "Yes".)

Sources: English for Adult Competency I, pp. 136-137
Everyday English 1 (Alemany), Employment, pp. 7-8
2B(Alemany), Employment, pp. 1-7
Opening Lines, pp. 69-70, 74, 178

TOPIC Competency: EFJ-3 Level: 1

Competency Statement: State desire to work in simple terms. ("I want a job.")

Sources: English for Adult Competency I, pp. 136-137
Everyday English 2B (Alemany), Employment, pp. 7-9
Opening Lines, p. 74

TOPIC Competency: **EFJ-4 Level: 2

Competency Statement: State own job skills in simple terms. ("I can cook.")

Sources: English for Adult Competency I, pp. 136-137
English That Works 1, pp. 34-37
ESL Modulearn, Vol. 2, pp. (27)2-8; (30)6
Everyday English 2B (Alemany), Employment, p. 20
Lifelines 3, pp. 10-13
Opening Lines, pp. 72, 76, 181
See How It's Made Series: "The Dress", "The House", "The Highway", "The Rice Farmer", etc. (16 titles)
Shifting Gears, p. 170
Techniques for Effective Communication, p. 3

TOPIC Competency: **EFJ-5 Level: 2

Competency Statement: Copy basic personal information onto a simple job application form. (NAME; SOCIAL SECURITY NUMBER; AGE; ADDRESS)

Sources: English for Adult Competency I, pp. 7-8
English That Works 1, p. 26
Finding a Job, pp. 98, 100
A New Life, A New Job, Levels 1 & 2, Student's Pages 5-6
Techniques for Effective Communication, p. 2
Today - Activity/Reference Book A-1, p. 5 (form for information on army jobs)

TOPIC Competency: EFJ-6 Level: 2

Competency Statement: Read "HELP WANTED" sign.

Source: Looking at American Signs, pp. 36-37
A New Life, A New Job, Level 2 Student's Page 37

TOPIC Competency: EFJ-7 Level: 2

Competency Statement: Identify some common entry-level jobs which can be held by those with limited English ability.

Source: English Spoken Here, Getting Started, pp. 98-99
Exercise Book, pp. 60-61
Entry to English, Book 4, pp. 53-61, 73-82
ESL Modulearn (1-20), pp. (3)1-5; (4)1-4
Everyday English 1 (Alemany), Employment, pp. 1-3, 9
Lifelines 3, pp. 10-13
Opening Lines, pp. 178, 182
A New Life, A New Job, Levels 1 & 2 Student's Pages,
Section 2, pp. 7-10
Practical Vocabulary Builder #11

TOPIC Competency: **EFJ-8 Level: 3

Competency Statement: Respond to specific questions about previous work experience using short phrases, including occupation(s), length, and dates of employment. ([What was your job?] "Cook." [How long?] "Ten years.")

Source: English For Adult Competency I, pp. 136-137
Everyday English 2B (Alemany), Employment, pp. 8-9, 12-13
Lifelines 2, pp. 15-19
Look Again Pictures, pp. 10-11
The New Arrival, Book 2, pp. 31, 38-39
Opening Lines, p. 180
See How It's Made Series (16 titles)
Speaking of Pictures 3, pp. 1-2, 23-24

TOPIC Competency: **EFJ-9 Level: 3

Competency Statement: Fill out a simple job application form, excluding previous or current occupation(s) and dates of employment.

Source: Application Forms, lessons 1-11
English for Adult Competency I, pp. 135
Finding a Job, p. 122
Lifelines 3, pp. 10-13
My Job Application File, pp. 7, 10
A New Start, Literacy 2, p. 32
Student's Book, p. 70
Techniques for Effective Communication, p. 21

TOPIC Competency: **EFJ-10 Level: 3

Competency Statement: Ask others for help in finding a job, e.g. from a sponsor, job developer, or friends. ("I need a job.")

Source: English for Adult Competency I, pp. 123, 127
English Spoken Here, Getting Started pp. 100-101
English That Works I, pp. 38, 71-72, 75
Everyday English 1 (Alemany), Employment, p. 11
Finding a Job, pp. 77-78
Sources of Job Information (CAP), pp. 40-41
Speaking of Pictures 3, pp. 1-2, 7-8, 21, 31, 33

TOPIC Competency: **EFJ-11 Level: 3

Competency Statement: Inquire about job openings and determine a time for an interview in person. ("Is there a job opening for a housekeeper?" [Yes.] "What time can I interview?" [Monday, at 9:00])

Source: Beyond the Classroom, pp. 106, 109, 113
English for Adult Competency I, p. 131
English Spoken Here, Getting Started, Exercise Book, p. 76
Look Again Pictures, pp. 10-11
The New Arrival, Book 2, pp. 23-24
A New Life, A New Job, Level 2 Student's Page 92
Speaking of Pictures 3, pp. 13-14

TOPIC Competency: **EFJ-12 Level: 3

Competency Statement: State own situation in regard to work shifts, starting date, specific hours, and payday.("I can work 3 to 11.")

Sources: English for Adult Competency I, p. 131
A New Life, A New Job, Level 3 Student's Pages 96-98, 106, 116-118
Opening Lines, pp. 189, 191, 194 #1, 2, 3
Speaking of Pictures 3, pp. 11-12, 17-18
Techniques for Effective Communication, p. 17

TOPIC Competency: EFJ-13 Level: 3

Competency Statement: Answer basic direct questions about pay, work availability, and hours. ([Is $4.00 an hour OK?] "Yes." [When can you start?] "Tomorrow." [Can you work nights?] "Yes.")

Sources: English for Adult Competency I, p. 131
Janus Job Planner, pp. 40-46
Opening Lines, pp. 189-190, 194 #1-3
Speaking of Pictures 3, pp. 17-18
Techniques for Effective Communication, p. 16

TOPIC Competency: EFJ-14 Level: 3

Competency Statement: Express concerns and fears about the job in simple terms. ("The job is dangerous.")

Sources: Let's Work Safely!, pp. 33, 62-63, 72-73 (on the job)

TOPIC Competency: **EFJ-15 Level: 4

Competency Statement: Read want ads and identify skills needed for a job.

Sources: Banking, Budgeting and Employment, pp. 51-52
Beyond the Classroom, pp. 110-111
Building Real Life English Skills, pp. 57-63
English for Adult Competency I, pp. 124-125
English Spoken Here, Getting Started, pp. 117-118, 138
Exercise Book, pp. 74-75, 95
English That Works 2, pp. 128-155, 161-164
ESL Modulearn, Vol. 2, pp. (40)3-4
Everyday English 2 (NTC), pp. 116-117
How to Get a Job and Keep It, pp. 13-14, 17-21
The New Arrival, Book 2, p. 27
A New Life, A New Job, Level 3 Student's Pages 91-93
99-103
Real to Reel, pp. 151-154
Sources of Job Information (CAP), pp. 45-52
Speaking of Pictures 3, pp. 11-12
Today - Activity/Reference Book A-1, pp. 7-11, 52
Book A-2, pp. 4-7
Your Daily Paper, pp. 54-55

TOPIC Competency: **EFJ-16 Level: 4

Competency Statement: Describe previous work experience, job skills, qualifications, and training, including degrees of ability. ("I can fix trucks"; "I have a lot of experience.")

Sources: English for Adult Competency II, pp. 138-141
English That Works 1, pp. 34-37, 57-58
2, pp. 8-19, 166-176
Janus Job Interview Guide, pp. 22-23
Janus Job Planner, pp. 18-23
Job Interviews (CAP), pp. 20-25
A New Life, A New Job, Level 3 Student's Page 100
Shifting Gears, pp. 170-180, 182-185
Speaking of Pictures 3, pp. 15-16
Speaking Up at Work, pp. 177-185
Techniques for Effective Communication, p. 3
You and Your Career (CAP), entire book

TOPIC Competency: EFJ-17 Level: 4

Competency Statement: Read signs and notices posted at a work-site, agency, etc., advertising positions available; ask for clarification if necessary.

Souces: A Conversation Book I, p. 120
English for Adult Competency I, p. 124
English Spoken Here, Getting Started, pp. 100-101
English That Works 1, pp. 69-70, 74-75
How to Get a Job and Keep It, pp. 9, 11-12
Read English! Book Two, pp. 54-55
Sources of Job Information (CAP), pp. 6-39, 57-64
Speaking Up at Work, pp. 234, 245-248

TOPIC Competency: EFJ-18 Level: 4

Competency Statement: Indicate several general types of entry-level work in the U.S. and their respective duties, qualifications, and working hours. ("Factory work"; "sort parts"; "no experience required"; "full-time".)

Sources: English That Works 1, pp. 71-88, 96
Entry to English, Book 4, pp. 53-89
Get Hired! p. 59
Janus Job Planner, pp. 72-93 (not all are entry-level positions)
A New Life, A New Job, Level 2 Student's Pages 39-90
Opening Lines, p. 184 #2, 3 (games)

TOPIC Competency: EFJ-19 Level: 4

Competency Statement: Answer basic questions about educational background, including dates and location(s) (by country). ([What is your educational background?] "I finished high school in Iraq in 1970.")

Sources: English for Adult Competency II, pp. 136-140
Finding a Job, pp. 104-105
My Job Application File, pp. 8-9
Opening Lines, p. 179
Speaking Up at Work, pp. 178, 180-181, 184

TOPIC Competency: EFJ-20 Level: 4

Competency Statement: State long-term work goals. ("I'd like to be a supervisor.")

Sources: English for Adult Competency II, pp. 140-141
Janus Job Planner, pp. 64-67

TOPIC Competency: **EFJ-21 Level: 5

Competency Statement: Fill out a standard job application form; ask for assistance when needed.

Sources: Application Forms, pp. A and Lessons 13-16, 20
Applying for a Job (CAP), pp. 6-21
Banking, Budgeting, and Employment, pp. 53-54
Beyond the Classroom, pp. 105-106
Building Real Life English Skills, pp. 130-140
A Conversation Book I, pp. 121-122
English for Adult Competency II, p. 143
English Spoken Here, Getting Started, pp. 113-114
Filling Out Forms (1986), pp. 37-40,
Finding a Job, pp. 98-118
How to Get a Job and Keep It, pp. 31-38
My Job Application File, pp. 16-21, 25-48
Opening Lines, p. 394
A New Life, A New Job, Level 3 Student's Pages 95-99, 105
Real to Reel, pp. 83-86
Skills for Living, Unit III: Finding a Job, pp. 1a-1h
Techniques for Effective Communication, p. 20
Today - Activity/Reference Book B-1, pp. 50-56, 78
The Write Stuff: Life Skills Writing, Exercise Book, pp. 58-60

TOPIC Competency: **EFJ-22 Level: 5

Competency Statement: Begin and end an interview appropriately; answer and ask questions and volunteer information, if necessary.

Sources: Beyond the Classroom, p. 115
English Spoken Here, Getting Started, pp. 110-111
English That Works 2, pp. 172-175, 180-181, 185-186
Janus Job Interview Guide, pp. 12-15, 38-39
Job Interviews (CAP), pp. 32-34
A New Life, A New Job, Level 3 Student's Pages 93, 100
Opening Lines, pp. 189-190, 192
Sources of Job Information (CAP), pp. 10-12
Speaking of Pictures 3, pp. 15-16, 34
Speaking Up at Work, pp. 235-237

TOPIC Competency: **EFJ-23 Level: 5

Competency Statement: Find out about benefits for a new job. ("What kinds of benefits are available?")

Sources: A Conversation Book I, p. 123
English for Adult Competency II, pp. 137-141
English That Works 1, pp. 178-181
Everyday English 2B (Alemany), Employment, p. 16
Skills for Living, Unit III, On the Job, pp. 161-162, 4-b
Speaking of Pictures 3, pp. 17-18
Speaking Up at Work, pp. 155-158
Techniques for Effective Communication, p. 20

TOPIC Competency: **EFJ-24 Level: 5

Competency Statement: State own ability to use tools, equipment, and machines. ("I can operate a fork-lift.")

Sources: Entry to English, Book 4, pp. 62-72
Janus Job Interview Guide, pp. 38-39
A New Life, A New Job, Level 3 Student's Page 100
Speaking Up at Work, p. 237

TOPIC Competency: **EFJ-25 Level: 5

Competency Statement: State own strengths related to work. ("I learn quickly.")

Sources: Get Hired, p. 62
Janus Job Interview Guide, pp. 38-39
Janus Job Planner, pp. 13-16 (summaries of what people enjoy in each field), pp. 55, 58
Job Interviews (CAP), pp. 51-52
A New Life, A New Job, Level 3 Student's Page 100
Speaking Up at Work, pp. 237, 241-242

TOPIC Competency: EFJ-26 Level: 5

Competency Statement: Respond appropriately to an employer's decision about a job, whether accepted or rejected. ([I'm sorry, but the job is filled.] "Do you have any other openings?")

Sources: English for Adult Competency II, p. 142
English Spoken Here, Getting Started, p. 140
A New Life, A New Job, Level 3 Student's Pages 100-101
Opening Lines, p. 188
Speaking of Pictures 3, pp. 9-10, 17-18, 34

TOPIC Competency: **EFJ-27 Level: 6

Competency Statement: Make a follow-up call about a job application. ("Did the manager review my application?")

Sources: English for Adult Competency II, p. 142
Janus Job Interview Guide, pp. 14-15
Opening Lines, pp. 192, 196

TOPIC Competency: **EFJ-28 Level: 6

Competency Statement: Use a telephone to inquire about advertised and unadvertised job openings for an interview. ("Do you have any job openings?" [Yes, we do.] "What jobs are available?")

Sources: Building Real Life English Skills, pp. 146-152
English for Adult Competency II, pp. 136-137, 140
English Spoken Here, Getting Started, pp. 102-105,
Exercise Book, p. 76
Finding a Job, pp. 112-113
How to Get a Job and Keep It, pp. 21-24
Job Interviews (CAP), pp. 14-19, 26-27
A New Life, A New Job, Level 3 Student's Pages 92, 101
Opening Lines, p. 188
Real to Reel, pp. 152, 155-156
Speaking of Pictures 3, pp. 13-14, 40-42

TOPIC Competency: EFJ-29 Level: 6

Competency Statement: Discuss job advancement opportunities, requirements, and procedures with supervisor or counselor. ("I'd like to apply for the position of supervisor. What are the procedures?")

Sources: Job Performance (CAP), pp. 19-23
Speaking Up at Work, pp. 235-243

TOPIC Competency: EFJ-30 Level: 6

Competency Statement: Write a basic resume' with assistance.

Sources: Applying for a Job (CAP), pp. 28-36
Building Real Life English Skills, pp. 121-127
English for Adult Competency II, p. 144
Everyday English 2 (NTC), pp. 114-116
Filling Out Forms (1986), 19-20
How to Get a Job and Keep It, pp. 28-29
My Job Application File, p. 24
Opening Lines, p. 395
Skills for Living, Unit IV, Everyday Communications, pp. 6a-6f
Today - Activity/Reference Book B-2, pp. 46-48
The Write Stuff: Life Skills Writing, Exercise Book, pp. 63-65
A Writing Book: English for Everyday Life, pp. 133-134

TOPIC Competency: EFJ-31 Level: 7

Competency Statement: Write a cover letter and follow-up letter when applying for a job, with assistance.

Sources: Applying for a Job (CAP), pp. 22-27
Beyond the Classroom, pp. 114-115, 118-119
Building Real Life English Skills, pp. 127-130
English for Adult Competency II, p. 145
Everyday English 3 (NTC), p. 28
How to Get a Job and Keep It, pp. 26-28
My Job Application File, pp. 22-23
Real to Reel, p. 158
Skills for Living, Unit IV, Everyday Communications, pp. 7a-7g
Today - Activity/Reference Book B-1, pp. 20-27
The Write Stuff: Life Skills Writing, Exercise Book, pp. 61-62, 66-70

EMPLOYMENT - ON THE JOB

TOPIC Competency: **EOJ-1 Level: 1

Competency Statement: Ask if a task was done correctly. ("OK"?)

Sources: A New Life, A New Job, Level 2, Student's Page 46
Opening Lines, p. 200
Shifting Gears, p. 99
Speaking Up at Work, pp. 11, 16
Techniques for Effective Communication, p. 26

TOPIC Competency: **EOJ-2 Level: 1

Competency Statement: Ask simple clarification questions about routine job tasks and instructions. ("Please repeat."; "Do this?")

Sources: English for Your First Job, p. 48
Opening Lines, p. 200
Shifting Gears, p. 38

TOPIC Competency: **EOJ-3 Level: 1

Competency Statement: Respond to simple direct questions about work progress and completion of tasks. ([Are you finished?] "No.")

Sources: English for Your First Job, pp. 54, 58, 60, 62
Opening Lines, pp. 200-201
Shifting Gears, p. 56
Techniques for Effective Communication, p. 28

TOPIC Competency: **EOJ-4 Level: 1

Competency Statement: Ask supervisor or co-worker for help. ("Can you help me?")

Sources: A New Life, A New Job, Level 2 Student's Pages, 50, 56, 60
Opening Lines, pp. 199-200, 263
Shifting Gears, p. 68
Speaking Up at Work, pp. 63-71

TOPIC Competency: **EOJ-5 Level: 1

Competency Statement: Sign name on timesheet.

Sources: English for Your First Job, pp. 86-87
English That Works 2, pp. 135-136
Filling Out Forms, (1986), pp. 41,44
Opening Lines, p. 204, #5
Shifting Gears, p. 131
Speaking Up at Work, pp. 20-25

TOPIC Competency: **EOJ-6 Level: 1

Competency Statement: Respond to simple oral warnings or basic commands about safety. ([Watch out!])

Sources: English for Adult Competency I, pp. 70-71
English for Your First Job, pp. 69-70, 74-77
First Steps in Reading and Writing, pp. 58, 132
Jazz Chants, "Warning", pp. 48-49
Let's Work Safely!, pp. 13-14, 20, 36-37, 78-79
Look Again Pictures, pp. 6-7, 10-11, 27-29
Opening Lines, p. 199
Shifting Gears, pp. 32, 50, 63, 99

TOPIC Competency: **EOJ-7 Level: 1

Competency Statement: Read common warning or safety signs at the work-site. (DANGER)

Sources: English for Your First Job, pp. 66, 69-70
Functional Signs: (DANGER, KEEP OUT, EXIT)
Jazz Chants, pp. 48-49
Learning Functional Words, pp.5, 23, 28, 37, 41 (and others)
Let's Work Safely!, pp. 21, 28, 44, 51, 53-54, 57, 76, 80
Machine-Age Riddles, pp. 9, 14
A New Life, A New Job, Level 2 Student's Pages 32-36
Reading and Following Directions, pp. 6-7
Sign Language, Book A, pp. 28-30, 38, 45, 47-49
Survival Signs, FIRE ESCAPE
Techniques for Effective Communication, pp. 16

TOPIC Competency: **EOJ-8 Level: 1

Competency Statement: Read alpha-numeric codes. (AF 47)

Sources: English for Your First Job, pp. 36-40
Opening Lines, p. 126 (Aisle nos.)
Techniques for Effective Communication, p. 20

TOPIC Competency: **EOJ-9 Level: 1

Competency Statement: Give simple excuses for lateness or absence in person. ("I was sick yesterday.")

Sources: English for Adult Competency I, pp. 16, 18
A New Start, Student's Book, p. 90
Opening Lines, p. 198

TOPIC Competency: **EOJ-10 Level: 2

Competency Statement: State need for frequently used materials. ("I need boxes.")

Sources: Shifting Gears, pp. 114, 138, 156
Speaking Up at Work, pp. 64, 69-70
Techniques for Effective Communication, p. 26

TOPIC Competency: **EOJ-11 Level: 2

Competency Statement: Report work progress and completion of tasks. (I"m finished.")

Sources: English for Your First Job, p. 51
A New Life, A New Job, Level 3 Student's Page 1
Opening Lines, pp. 199-201
Techniques for Effective Communication, p. 26

TOPIC Competency: **EOJ-12 Level: 2

Competency Statement: Find out about the location of common materials and facilities at the work-site. ("Where is the supply room?")

Sources: Shifting Gears, p. 74
Speaking Up at Work, pp. 34-46, 64, 69-70
Tune In to English, p. 58, #14

TOPIC Competency: **EOJ-13 Level: 2

Competency Statement: Follow simple one-step oral instructions to begin and to perform a task which is demonstrated, including simple classroom instructions. ([Put these away.])

Sources: Action English Pictures, pp. 35-40, 42-43, 45-47
(Teacher demonstrates one step at a time.)
English for Your First Job, pp. 23, 32, 43
Opening Lines, pp. 199, 263
Reading and Following Directions, pp. 9, 11-12
Shifting Gears, pp. 28, 52

TOPIC Competency: EOJ-14 Level: 2

Competency Statement: Ask for permission to leave work early or to be excused from work. ("Can I go home?")

Sources: Lifelines 2, pp. 81-84
Opening Lines, p. 198

TOPIC Competency: EOJ-15 Level: 2

Competency Statement: Give simple excuses for lateness or absence on the telephone. ("My name's Tran. I'm sick today.")

Sources: English for Your First Job, pp. 103-112
A New Life, A New Job, Level 2 Student's Page 42
Opening Lines, p. 198
Speaking Up at Work, pp. 27-33

TOPIC Competency: **EOJ-16 Level: 3

Competency Statement: Follow simple oral instructions which contain references to places or objects in the immediate work area. [(Get me the box over there.)]

Sources: Action English Pictures, pp. 38, 42-43, 45-47
(Teacher demonstrates one step at a time.)
English for Your First Job, p. 52
A New Life, A New Job, Level 3 Student's Pages 143-144
Opening Lines, pp. 263, 267 #2
Shifting Gears, p. 51 (many other examples)
Speaking Up at Work, pp. 63, 66-68
Techniques for Effective Communication, p. 27

TOPIC Competency: **EOJ-17 Level: 3

Competency Statement: Modify a task based on changes in instructions. ([Wait! Don't use that.])

Sources: Let's Work Safely! pp. 41-45, 60
A New Life, A New Job, Level 2 Student's Page 65
Shifting Gears, p. 108
Speaking Up at Work, pp. 89-91, 98-100
Techniques for Effective Communication, p. 28

TOPIC Competency: EOJ-18 Level: 3

Competency Statement: Ask/tell where a co-worker is. ([Where's Tran?] "He's in the cafeteria.")

Sources: English for Your First Job, p. 93
English Spoken Here, Getting Started, pp. 14-15, 26-27
ESL Modulearn (1-20), pp. (8)1-4; (10)5-6
Everyday English 1 (Alemany), Clothes, p. 10

TOPIC Competency: **EOJ-19 Level: 4

Competency Statement: Give simple one-step instructions to co-workers. ("Put the tools over there.")

Sources: Action English Pictures, pp. 35-39, 42-43, 45-47
(Teacher demonstrates one step at a time.)
Let's Work Safely!, pp. 43-50

TOPIC Competency: **EOJ-20 Level: 4

Competency Statement: Follow simple two-step instructions on the job. [(Take this and put it on the shelf.)]

Sources: Action English Pictures, pp. 35-39, 42-43, 45-47
(Teacher breaks into 2-step directions.)
Let's Work Safely!, p. 26
Opening Lines, pp. 263, 267 #2
Speaking Up at Work, p. 63 (two 2-step instructions)

TOPIC Competency: **EOJ-21 Level: 4

Competency Statement: Respond to supervisor's comments about quality of work on the job, including mistakes, working too slowly and incomplete work. ("I'm sorry. I won't do it again.")

Sources: English for Your First Job, pp. 54, 58, 60
English Spoken Here, Life in the U. S., pp. 70-73
English That Works 2, pp. 85, 94
Janus Job Planner, pp. 61-62
Jazz Chants, p. 61
Job Performance (CAP), pp. 12-13, 32-33
A New Life, A New Job, Level 3 Student's Pages 4
Opening Lines, p. 204, #3
Speaking Up at Work, pp. 89-97, 109-113, 121-125

TOPIC Competency: **EOJ-22 Level: 4

Competency Statement: Give specific reasons for sickness, absence, or lateness. ("I had the flu. I had to go to the doctor.")

Sources: Opening Lines, p. 198
Read English! Book Two, p. 62

TOPIC Competency: **EOJ-23 Level: 4

Competency Statement: Report specific problems encountered in completing a task. ("I don't have any more paper.")

Sources: Let's Work Safely!, pp. 30-31
Shifting Gears, p. 158
Speaking Up at Work, pp. 63-71

TOPIC Competency: EOJ-24 Level: 4

Competency Statement: Read first name and department on employer name tags. (ROSE. DEPARTMENT 10.)

Sources: English for Your First Job, p. 14

TOPIC Competency: **EOJ-25 Level: 5

Competency Statement: Respond to multiple-step oral instructions without visual references. ([Take the box in the hall to the mailroom and put it on the top shelf.])

Sources: Action English Pictures, p. 30
A New Life, A New Job, Level 3 Student's book, pp. 1-6
Oxford Picture Dictionary, p. 6-7
Oxford Picture Dictionary Workbook, p. 86
Reading and Following Directions, pp. 14-15
Speaking Up at Work, pp. 211-212
Techniques for Effective Communication, p. 26-28

TOPIC Competency: **EOJ-26 Level: 5

Competency Statement: Briefly explain a technique or the operation of a piece of basic equipment to a co-worker. May use gestures or a demonstration. ("You have to loosen the screw and raise it up.")

Sources: Building Life Skills F, pp. 52-54
ESL Operations, p. 19
Everyday English 1 (Alemany), Telephone, p. 11
Everyday First Aid Skills - entire book (good TPR source)
A New Start, Student's Book, pp. 52, 57, 102
Teacher's Book, pp. 92, 103-106, 201-203
Reading and Following Directions, pp. 60-61
Shifting Gears, pp. 87-174
Speaking of Pictures 2, pp. 3, 4

TOPIC Competency: EOJ-27 Level: 5

Competency Statement: State intention to resign and give reasons for resigning from a job. ("I'm going to quit my job in three weeks because I'm moving.")

Sources: English That Works 2, pp. 26-39 (reasons for quitting)
How to Get a Job and Keep It, pp. 71-72
Opening Lines, p. 191

TOPIC Competency: EOJ-28 Level: 5

Competency Statement: Request a letter of reference. ("Could you write a reference letter for me?")

Sources: How to Get a Job and Keep It, p. 73
Job Performance (CAP), pp. 29-31
Opening Lines, p. 191

TOPIC Competency: **EOJ-29 Level: 6

Competency Statement: Report and describe the nature of problems on the job. ("The stairs are dangerous because they're wet.")

Sources: Let's Work Safely!, pp. 66-67, 81
The Write Stuff - Life Skills Writing, Exercise Book, pp. 80-81 (Report to OSHA of safety violation)

TOPIC Competency: EOJ-30 Level: 6

Competency Statement: Read a simple work memo, asking for assistance if necessary.

Sources: Lifelines 2, p. 83
A New Life, A New Job, Level 3 Student's Pages 7, 9

TOPIC Competency: EOJ-31 Level: 6

Competency Statement: Fill out accident report forms with assistance.

Sources: Let's Work Safely!, pp. 98-99, 102-107, 112-113

TOPIC Competency: EOJ-32 Level: 6

Competency Statement: Teach a routine task to a co-worker using step-by-step verbal instructions and some demonstration.

Sources: Action English Pictures, pp. 10, 30, 38-39, 42-43, 45-47
ESL Operations, pp. 19, 29, 32, 34, 36
Label Talk, pp. 18-19, 30-31, 38-39, 46-48
Let's Work Safely!, p. 87
Live Action English, pp. 13, 26, 32, 54, 58, 63, etc.
Reading and Following Directions, pp. 18-19
Shifting Gears, pp. 33, 45, 63 (many more)

TOPIC Competency: EOJ-33 Level: 6

Competency statement: Read own employment reviews, including explanations of promotion or probation.

Sources: How to Get a Job and Keep It, pp. 68-69
Janus Job Planner, pp. 61-62
Job Performance (CAP), pp. 32-39
Working with Others (CAP), pp. 47-52

TOPIC Competency: EOJ-34 Level: 6

Competency Statement: Read most simplified on-the-job audio-visual training materials for entry-level jobs.

Sources: Reading and Following Directions, pp. 20-27
Real to Reel, pp. 145-147 (instructions)
Today - Activity/Reference Book B-2, pp. 36-37, 39 (Label directions for cleaning supplies)

TOPIC Competency: EOJ-35 Level: 6

Competency Statement: Read and fill out health insurance forms with the use of bilingual reference materials.

Sources: Speaking Up at Work, p. 176

TOPIC Competency: EOJ-36 Level: 6

Competency Statement: Read basic non-technical personnel policies and benefit documents with assistance if needed.

Sources: A New Life, A New Job, Level 3 Student's Pages 9, 42, 45, 89-90
Skills for Living, Unit III, On the Job, pp.132-141, 157-162
Speaking Up at Work, pp. 173-176

TOPIC Competency: EOJ-37 Level: 6

Competency Statement: Ask about regular paycheck deductions and question irregularities. ("Why is my FICA deduction more this month?")

Sources: A Converstion Book I, p. 124
English for Adult Competency I, p. 134
Finding a Job, pp. 56-59
How to Get a Job and Keep It, pp. 55-61
A New Life, A New Job, Level 3 Student's Pages 39-41, 43-44, 46-49
Speaking Up at Work, pp. 47-53
Time Cards and Pay Checks, pp. 49-64
Today - Activity/Reference Book A-1, pp. 27-30
Book A-2, pp. 27-30

TOPIC Competency: **EOJ-38 Level: 7

Competency Statement: Read written safety regulations and operating instructions for tools and equipment.

Sources: English That Works 2, pp. 98, 107-108, 113-114
Let's Work Safely!, pp. 28-29, 58-59
Machine-Age Riddles, pp. 4, 6, 9, 10
Read English! Book Two, pp. 63-64
Reading and Following the Directions, pp. 29-34, 46-50
Read the Instructions First, pp. 10-15, 18-29, 32-35, 44-45, 52-53

TOPIC Competency: EOJ-39 Level: 7

Competency Statement: Explain a technique or the operation of a complicated machine, such as a drill press.

Source: Action English Pictures, p. 80
Shifting Gears, pp. 93, 163, 169 (many other examples)

TOPIC Competency: EOJ-40 Level: 7

Competency Statement: Initiate and maintain conversations at the work-site, such as the advantages or disadvantages of joining a union.

Sources: Speaking Up at Work, pp. 195-199 ("Understanding Unions")

TOPIC Competency: EOJ-41 Level: 7

Competency Statement: Write a short work memo.

Sources: The Write Stuff: Life Skills Writing, pp. 71-74

HEALTH

TOPIC Competency: **He-1 Level: 1

Competency Statement: State own general condition in simple terms. ("I'm tired.")

Sources: Basic English for Adult Competency, p. 25
English for Adult Competency I, pp. 51-52, 54
Everyday English 1 (Alemany), Health, pp. 4-6
Everyday English, Book I, (NTC), pp. 59-64
Impact! Book I, pp. 72-79
Jazz Chants, p. 67
Opening Lines, p. 50

TOPIC Competency: **He-2 Level: 1

Competency Statement: State need for medical help. ("Help. I'm sick.")

Sources: English for Adult Competency I, pp. 52, 54-55
Everyday English, Book I, (NTC), p. 63-64
Opening Lines, pp. 160-161, 235

TOPIC Competency: He-3 Level: 1

Competency Statement: Read simple signs related to health care. (HOSPITAL; EMERGENCY; PHARMACY; DRUG STORE)

Sources: Hospital Word Cards (select simplest and most critical words from entire book.)
A New Start, Literacy Workbook 1, pp. 94-98
Signs and Labels, pp. 54-55

TOPIC Competency: **He-4 Level: 2

Competency Statement: Identify major body parts. ("Arm"; "stomach"; "leg.")

Sources: Basic English for Adult Competency, p. 38
A Conversation Book I, pp. 22-25
English for Adult Competency I, p. 53
English Spoken Here, Health and Safety, pp. 4-5
Exercise Book, pp. 2-3
Entry to English 4, p. 46
ESL Modulearn, Tape Program, Lesson 11, worksheets 25-26
Everyday English 1 (NTC), pp. 30-39, 41-43
Impact!, Book I, pp. 72-79
A New Start, Student's Book, p. 89
Oxford Picture Dictionary, pp. 8-9
Oxford Picture Dictionary Workbook, pp. 8-9
Practical Vocabulary Builder, #16
The Vocabulary Builder, #7

TOPIC Competency: **He-5 Level: 2

Competency Statement: State major illnesses or injuries. ("Sore throat"; "broken arm.")

Sources: Basic English for Adult Competency, pp. 39-40, 94-95
A Conversation Book I, pp. 133-134
English For Adult Competency I, pp. 51-52, 54
English Spoken Here, Health and Safety, pp. 6-9
Exercise Book, pp. 4-7
ESL Modulearn, Tape Program, Tape 11, worksheets 25-26
Book (1-20), pp. (11)1-8
Everyday English 1 (NTC), p. 59
Impact! Book 1, pp. 72-79
Lifelines I, pp. 81-89
Opening Lines, pp. 51, 163
Speaking of Pictures 2, pp. 61-64

TOPIC Competency: **He-6 Level: 2

Competency Statement: Make a doctor's appointment in person, giving own name, address, and telephone number when asked.

Sources: Basic English for Adult Competency, p. 43 (by telephone)
English for Adult Competency I, p. 56
English Spoken Here, Health and Safety, p. 42 (phone)
Exercise Book, pp. 27-28
Everyday English 2B (Alemany), Health, p. 14
A New Start, Student's Book, p. 86
Opening Lines, pp. 160-161, 167 #3
Side By Side I, p. 91
Speaking of Pictures 2, p. 78

TOPIC Competency: **He-7 Level: 2

Competency Statement: Read time and date for a medical appointment from an appointment card. (THURSDAY, DECEMBER 26, AT 3:00)

Sources: Basic English for Adult Competency, p. 44
English for Adult Competency I, p. 56
English Spoken Here, Health and Safety, p. 43
Entry to English 4, p. 48
A New Start, Student's Book, pp. 86-88

TOPIC Competency: **He-8 Level: 2

Competency Statement: State a need for an interpreter. ("I don't speak English. I speak Vietnamese.")

Sources: Opening Lines, p. 160

TOPIC Competency: He-9 Level: 2

Competency Statement: Follow simple instructions during a medical exam. [(Open your mouth; Take off your shirt; Take a deep breath.)]

Sources: Action English Pictures, pp. 19-23
A Conversation Book I, pp. 138-139
English Spoken Here, Health and Safety, Exercise Book p. 24
Everyday English 2B (Alemany), Health, p. 18
Everyday English Book I (NTC), p. 64
Live Action English, p. 59
Look Again Pictures, pp. 42-45
Opening Lines, pp. 52, 56. 164
Speaking of Pictures 2, pp. 61-64

TOPIC Competency: He-10 Level: 2

Competency Statement: Ask for familiar non-prescription medication at the drug store. ("I want a bottle of aspirin.")

Sources: Action English Pictures, p. 25
English for Adult Competency I, p. 60
Entry to Engish 4, pp. 39-40
Everyday English 1 (Alemany), Health, p. 10
Lifelines 2, pp. 85-89
Opening Lines, p. 172

TOPIC Competency: He-11 Level: 2

Competency Statement: State others' health problems in simple terms. ("His arm hurts.")

Sources: English Spoken Here, Health and Safety, pp. 6-7
Exercise Book, pp. 106-107
Everyday English 2B (Alemany), Health, pp. 5, 8-9
Lifelines I, pp. 85-89
Look Again Pictures, pp. 42-45
Speaking of Pictures 2, pp. 57-58, 78

TOPIC Competency: He-12 Level: 2

Competency Statement: Determine and report body temperature as indicated by a thermometer. ("My temperature is 100.")

Sources: English for Adult Competency I, p. 58
English for Adult Competency II, p. 60
Entry to English 4, pp. 42-43
Speaking of Pictures 2, pp. 57-58, 61-62

TOPIC Competency: He-13 Level: 2

Competency Statement: Ask for a patient's room number in a hospital. ("What is Sarem Nouan's room number?")

Sources: A Conversation Book I, p. 104
Opening Lines, p. 162
Signs and Labels, pp. 54-55

TOPIC Competency: He-14 Level: 2

Competency Statement: Identify oneself, one's appointment time, and doctor's name, if applicable, upon arrival at the doctor's office. ("I'm Sarem Nouan. I have a 2:00 appointment." [Which doctor?] "Dr. Smith.")

Sources: English for Adult Competency II, p. 61
Everyday English 1 (NTC), p. 71
Live Action English, p. 59
Speaking of Pictures 2, pp. 59-60, 81

TOPIC Competency: **He-15 Level: 3

Competency Statement: Ask about and follow simple instructions for using medicine. ("How much?"; "How many?")

Sources: Basic English for Adult Competency, p. 46
Basic Health, pp. 81-83
English for Adult Competency I, pp. 60-62
English Spoken Here, Health and Safety, pp. 70, 78
Entry to English 4, pp. 44-45
Label Talk, pp. 26-27
Live Action English, p. 60
A New Start, Student's Book pp. 95-97
Opening Lines, p. 171
Speaking of Pictures 2, p. 91

TOPIC Competency: **He-16 Level: 3

Competency Statement: State symptoms associated with common illnesses. ("I have diarrhea.")

Sources: Action English Pictures, pp. 19-28
English for Adult Competency II, pp. 53-55, 57-58
English Spoken Here, Health and Safety, pp. 20-23
Entry to English 4, pp. 39-40
Everyday English 2B (Alemany), Health, pp. 8-9, 12, 18
Impact! Book I, pp. 72-79
Lifelines 2, pp. 81-84
Opening Lines, p. 51

TOPIC Competency: **He-17 Level: 3

Competency Statement: Read the generic names of common non-prescription medicines. (ASPIRIN; COUGH SYRUP)

Sources: English for Adult Competency I, p. 62
English Spoken Here, Health and Safety, p. 79
Exercise Book, p. 43
Entry to English 4, pp. 39-40
Read English! Book 2, p. 20
A Writing Book: English for Everyday Life, p. 111

TOPIC Competency: **He-18 Level: 3

Competency Statement: Read and follow directions on medicine labels, including abbreviations. (TAKE 2 TSP. 3 TIMES A DAY)

Sources: Basic Health, pp. 81-83
English for Adult Competency I, pp. 60-62
English Spoken Here, Health and Safety, pp. 71, 85
Exercise Book, pp. 44-45, 60-61
Entry to Engish 4, pp. 44-45
Everyday English 2B (Alemany), Health, p. 4
A New Start, Student's Book p. 95
Literacy 2, pp. 65-73
Opening Lines, pp. 171, 173, 175 #1
Read English!, pp. 18-19
Reading and Following Directions, pp. 56-59
Real to Reel, pp. 135-138
Signs and Labels, pp. 98-99
Skills for Living, Unit II, Coping as a Consumer, pp. 6a-6d
Today, Activity/Reference Book B-2, pp. 24, 29

TOPIC Competency: He-19 Level: 3

Competency Statement: Ask for assistance in locating common non-prescription medicines. ("Where is the aspirin?")

Sources: Alice Blows a Fuse, pp. 134-135
English for Adult Competency I, p. 60
English Spoken Here, Health and Safety, pp. 70, 74
Lifelines 2, pp. 85-89

TOPIC Competency: He-20 Level: 3

Competency Statement: Follow simple oral instructions about treatment. ([Stay in bed. Take one pill every day.])

Sources: Action English Pictures, pp. 22-25
Basic Health, pp. 32-33, 50-54, 57, 59
English for Adult Competency I, p. 60
English Spoken Here, Health and Safety, p. 70
Everyday English Book I (NTC), p. 64
Look Again Pictures, pp. 42-45
Opening Lines, p. 52
Speaking of Pictures 2, p. 91

TOPIC Competency: He-21 Level: 3

Competency Statement: Locate facilities within a hospital by reading signs. (X-RAY; CAFETERIA)

Sources: A Conversation Book I, p. 143 Level: 3
Hospital Word Cards (entire book)
A New Start, Literacy 1, p. 102
Signs and Labels, pp. 53-55

TOPIC Competency: **He-22 Level: 4

Competency Statement: Ask a doctor or nurse about own physical condition or treatment plan using simple language. ("What's the problem/matter? Can I go to work?")

Sources: Beyond the Classroom, p. 57
English Spoken Here, Health and Safety, pp. 56-57
Opening Lines, p. 170
Speaking of Pictures 2, pp. 65-66, 91

TOPIC Competency: **He-23 Level: 4

Competency Statement: Describe own emotional state and explain the reason for it. ("I'm sad because I think about my family in Cambodia.")

Sources: English Spoken Here, Health and Safety, pp. 146-149
Exercise Book, p. 38
Everyday English (NTC), Book 4, pp. 1-5
Practical Vocabulary Builder, #29
Tune in to English, #7, p. 26

TOPIC Competency: **He-24 Level: 4

Competency Statement: Make a doctor's appointment on the telephone, giving name, address, telephone number, and nature of the problem, and request a convenient day and time - after school or work hours.

Sources: A Conversation Book I, pp. 135-136
English for Adult Competency II, p. 58
English Spoken Here, Health and Safety, pp. 42-43
Lifelines 3, pp. 63-64, 66-68
A New Start, Student's Book, pp. 87, 90
Opening Lines, pp. 133
Side by Side I, p. 91
Speaking of Pictures 2, pp. 57-58, 78

TOPIC Competency: **He-25 Level: 4

Competency Statement: Change or cancel a doctor's appointment in person. ("I'd like to cancel my appointment on March 10.")

Sources: Alice Blows a Fuse, pp. 54-55 (cancelling by phone)
English for Adult Competency II, p. 58
Opening Lines, p. 133 (by phone)

TOPIC Competency: He-26 Level: 4

Competency Statement: Report lateness for a medical appointment by telephone. ("I'm going to be 30 minutes late. Is that OK?")

Sources: Opening Lines, p. 161

TOPIC Competency: He-27 Level: 4

Competency Statement: State results of a visit to a doctor/clinic/hospital to employer or teacher. ("The doctor says I can come back to work.")

Sources: Opening Lines, p. 53

TOPIC Competency: He-28 Level: 4

Competency Statement: Fill out a simple insurance form with assistance.

Sources: Filling Out Forms (1986), pp. 68-73 (claim forms)
A Writing Book: English in Everyday Life, p. 110

TOPIC Competency: He-29 Level: 4

Competency Statement: Respond to simple questions about physical condition or disability. ([Do you have any health problems?] "I have allergies.")

Sources: Engish for Adult Competency II, p. 63
English Spoken Here, Health and Safety, Exercise Book, pp. 86, 90
Opening Lines, p. 163

TOPIC Competency: **He-30 Level: 5

Competency Statement: Telephone or write a simple note to school/work explaining own or child's absence due to illness. ("My daughter was absent yesterday because she had the flu.")

Sources: Entry to English 4, p. 51
A Writing Book: English for Everyday Life, p. 154

TOPIC Competency: **He-31 Level: 5

Competency Statement: Read warnings, storage directions, and emergency instructions. (REFRIGERATE AFTER OPENING; KEEP OUT OF THE REACH OF CHILDREN)

Sources: Basic Health, pp. 81-82
Building Real Life English Skills, pp. 7-10
A Conversation Book I, p. 57
English for Adult Competency II, pp. 64, 68
English Spoken Here, Health and Safety, p. 80
Exercise Book, pp. 46-47, 60-61
Label Talk, pp. 14-15, 26-27, 30-31, 36-37
Learning Functional Words, pp. 32, 58
Read the Instructions First, pp. 48-49
Signs and Labels, pp. 98-105
Today - Activity Reference Book B-1, pp. 40-42
B-2, pp. 24, 26-29

TOPIC Competency: **He-32 Level: 5

Competency Statement: Describe general medical history orally, including names of major illnesses. ("I had hepatitis in 1980.")

Sources: English for Adult Competency II, p. 63
Opening Lines, p. 163

TOPIC Competency: **He-33 Level: 5

Competency Statement: Respond to questions about means of payment. ([Do you have Medicaid or personal insurance?] "Medicaid.")

Sources: English for Adult Competency II, p. 61
Impact! Book I, pp. 72-79
Lifelines 3, p. 72
Opening Lines, p. 163
Read English! Book 2, p. 9
Signs and Labels, p. 55

TOPIC Competency He-34 Level: 5

Competency Statement: Fill out a simple medical history form with assistance. May use bilingual materials if needed.

Sources: Beyond the Classroom, p. 65
A Conversation Book I, p. 137
English for Adult Competency II, pp. 62-63
English Spoken Here, Health and Safety, p. 56
Entry to English 4, p. 47
My Job Application File, pp. 12-13
Opening Lines, p. 405
Real to Reel, pp. 139-141
A Writing Book: English in Everyday LIfe, p. 109

TOPIC Competency: He-35 Level: 5

Competency Statement: Explain own and others' problems in detail. ("My back hurts when I lift heavy objects.")

Sources: Alice Blows a Fuse, pp. 10-11, 35
Beyond the Classroom, pp. 55, 61
English for Adult Competency II, pp. 53, 58, 61
English Spoken Here, Health and Safety, pp. 10-11
Lifelines 3, pp. 64-65, 67-68

TOPIC Competency: He-36 Level: 5

Competency Statement: Get information about a patient's condition in a hospital.

Sources: English Spoken Here, Health and Safety, pp. 106-111
Opening Lines, p. 162

TOPIC Competency: He-37 Level: 5

Competency Statement: Offer advice for health problems. ("You've been sick for a long time. Why don't you see a doctor?")

Sources: Beyond the Classroom, pp. 59, 87-88
A Conversation Book I, pp. 131-132
English for Adult Competency I, p. 59
English Spoken Here, Health and Safety. pp. 18-19, 84-87, 146-149
Exercise Book, pp. 16-17, 77-79
Everyday English 2B (Alemany), Health, pp. 3, 6, 11, 20-21
Everyday English 1 (NTC), pp. 63, 90-91
Lifelines 2, p. 81
Live Action English, p. 15
Real to Reel, p. 144

TOPIC Competency: He-38 Level: 6

Competency Statement: Fill out a standard medical history form with assistance.

Sources: English for Adult Competency II, p. 62
English Spoken Here, Health and Safety, Exercise Book, p. 22
Opening Lines, p. 405

TOPIC Competency: He-39 Level: 6

Competency Statement: Read about and describe some possible side effects of medication. (DROWSINESS MAY RESULT.)

Sources: Basic Health, pp. 81-89
Building Real Life English Skills, pp. 1-4
English for Adult Competency II, p. 64
English Spoken Here, Health and Safety, p. 71
Label Talk, pp. 36-37
Signs and Labels, p. 98

TOPIC Competency: He-40 Level: 5

Competency Statement: Read routine clinic notice/reminders -hours, payment requirements, policies concerning cancelled appointments.

Sources: [Copies of information sheets from local clinic or doctor's office.]

TOPIC Competency: He-41 Level: 7

Competency Statement: Read immunization requirements for school or work.

Sources: English for Adult Competency I, p. 166
English for Adult Competency II, p. 71
Let's Look It Up, pp. 34-35

HOUSING

TOPIC Competency: **Hou-1 Level: 1

Competency Statement: Identify common household furniture/rooms. ("Kitchen"; "bathroom.")

Sources: Basic English for Adult Competency, pp. 56-57
A Conversation Book I, pp. 46-48
English for Adult Competency I, p. 89
ESL Modulearn (1-20), pp. (9)5-8; (13)1-2
Everyday English 1 (Alemany), Housing, pp. 1-3, 6, 12
Everyday English 2 (NTC), pp. 81, 85-92, 97-101 (pictures)
Impact! Book I, pp. 20-27
Lifelines I, pp. 61-69
Opening Lines, pp. 61, 64
Oxford Picture Dictionary, pp. 26-33
Side By Side I, pp. 6-7
The Vocabulary Builder, #16, 17, 18

TOPIC Competency: **Hou-2 Level: 1

Competency Statement: Read exit route signs in housing. (EXIT; FIRE ESCAPE)

Sources: Functional Signs: (STAIRS, EXIT)
Learning Functional Words, pp. 14, 33
A New Start, Literacy 1, pp. 93-98
Survival Signs: (ELEVATOR, FIRE ESCAPE)

TOPIC Competency: Hou-3 Level: 1

Competency Statement: Identify basic types of available housing. ("Apartment; house.")

Sources: A Conversation Book I, p. 43
English for Adult Competency I, p. 88
ESL Modulearn (1-20), pp. (12)1-3
Everyday English 1 (Alemany), Housing, pp. 4-5
Opening Lines, pp. 216, 218-219, 223 #1, #4

TOPIC Competency: **Hou-4 Level: 2

Competency Statement: Report basic household problems and request repairs in simple terms. ("The toilet is leaking. Please fix it.")

Sources: English for Adult Competency I, p. 93
ESL Modulearn, Vol. 2, (33)1-4
Lifelines 2, pp. 65-69
Look Again Pictures, pp. 50-53
A New Start, Student Book, pp. 115-116
Opening Lines, pp. 220, 223 #3
Practical Vocabulary Builder, #18, 19, 20

TOPIC Competency: **Hou-5 Level: 2

Competency Statement: Report basic household emergencies by telephone - fire, break-ins, etc.; give and spell name, address, and give telephone number when asked.

Sources: English for Adult Competency I, pp. 63-64
Lifelines 2, pp. 71-74
A New Start, Student's Book, p. 27

TOPIC Competency: Hou-6 Level: 2

Competency Statement: Answer simple questins about basic housing needs. ([What kind of apartment do you want?] "I need three bedrooms.")

Sources: English for Adult Competency I, p. 86
ESL Modulearn, (1-20), pp. (12)1-4; (13)1-3; (15)6
Impact! Book I, pp. 81-83, 139
Look Again Pictures, pp. 46-53
Opening Lines, pp. 216-217
Speak English! Text One, p. 69

TOPIC Competency: Hou-7 Level: 2

Competency Statement: Ask how much the rent is. ("How much is the rent?")

Sources: English for Adult Competency I, pp. 85-86
ESL Modulearn (1-20), pp. (13)6-8
Impact! Book I, pp. 83-84, 139
Lifelines 1, pp. 61-64
Look Again Pictures, pp. 46-48, 50
Opening Lines, p. 217
Speak English! Text One, p. 63
Speaking of Pictures 2, pp. 15-16

TOPIC Competency: Hou-8 Level: 2

Competency Statement: Read common housing signs. (FOR RENT; STAIRS)

Sources: Impact! I, pp. 80-81
Learning Functional Words and Phrases, pp. 45-49
Looking at American Signs, pp. 48-49
A New Start, Literacy 1, p. 95
Opening Lines, p. 117
Techniques for Effective Communication, p. 17

TOPIC Competency: **Hou-9 Level: 3

Competency Statement: Ask for information about housing including location, number of and types of rooms, rent, deposit, and utilities. ("Where is the apartment?"; "How many rooms are there?"; "How much is the rent?")

Sources: English for Adult Competency II, p. 100
ESL Modulearn, Vol. 2, pp. (37)2-3
Everyday English 2 (NTC), pp. 77-80
Look Again Pictures, pp. 46-49
Opening Lines, pp. 216-217, 223 #2
Side By Side I, pp. 38-40
Speaking of Pictures 2, pp. 9-10, 13-16

TOPIC Competency: **Hou-10 Level: 3

Competency Statement: Identify total amount due on monthly bills. (AMOUNT DUE: $35.87)

Sources: Beyond the Classroom, p. 201
A New Life, A New Job, Level 3, Student's Book, pp. 63-65
A New Start, Student's Book, pp. 126-128
Literacy 2, pp. 89-90
Opening Lines, pp. 401-404
Real to Reel, pp. 16-19
Today - Activity/Reference Book A-2, pp. 17-22

TOPIC Competency **Hou-11 Level: 3

Competency Statement: Arrange a time with a landlord or superintendent to make household repairs, in person. ("Can you fix the furnace this morning?")

Sources: A Conversation Book I, p. 101 (on the phone)
ESL Modulearn, Vol. 2, pp. (33)2-4
Everyday Consumer English, pp. 134-135
Everyday English 2B (Alemany), Housing, pp. 6-8
A New Start, Student's Book, pp. 115-116 (phone)
Opening Lines, p. 220 (on the phone)

TOPIC Competency: Hou-12 Level: 3

Competency Statement: Describe own housing situation, including cost and size and number of household members. ("My apartment is too small.")

Sources: Everyday English 1 (Alemany), Housing, pp. 5-10, 14
A Conversation Book I, pp. 42-43
Impact! Book I, pp. 24, 81, 84, 139
Speaking of Pictures 2, pp. 1-2

TOPIC Competency: Hou-13 Level: 3

Competency Statement: Make simple arrangements to view housing in person. ("Can I see the apartment this afternoon?")

Sources: Everyday English 2B (Alemany), Housing, p. 3
Impact! Book I, pp. 83-84, 139
Opening Lines, p. 217

TOPIC Competency: **Hou-14 Level: 4

Competency Statement: State housing needs and ask specific questions about cost, size, accessibility to transportation and community services, and basic conditions for rental - date available, number of persons allowed, in person. ("When is the apartment available?"; "Where is the nearest bus stop?")

Sources: English for Adult Competency II, pp. 101-102
English Spoken Here, Consumer Information,
pp.104-105, 110-111
Everyday Consumer English, pp. 130-131
Opening Lines, pp. 216-217
Skills for Living, Unit I, pp. 125-132

TOPIC Competency: **Hou-15 Level: 4

Competency Statement: Make arrangements with the landlord to move in or out of housing, including return of deposit. ("I'd like to move in on June 19.")

Sources: English Spoken Here, Consumer Information, pp. 114-115
Opening Lines, p. 219
Speaking of Pictures 2, pp. 15-16, 42, 45

TOPIC Competency: **Hou-16 Level: 4

Competency Statement: Question errors on household bills in person. ("There's a mistake on my telephone bill. I didn't make these long-distance calls.")

Sources: English Spoken Here, Life in the US, pp. 11-15

TOPIC Competency: Hou-17 Level: 4

Competency Statement: Ask about and follow special instructions on the use of an apartment or housing. ([Take out the garbage on Thursdays.])

Sources: English for Adult Competency II, pp. 104-105
Opening Lines, pp. 114-115
Skills for Living, Unit I, pp. 2a-2e, 125-132
Speaking of Pictures 2, pp. 13-14, 39

TOPIC Competency: Hou-18 Level: 4

Competency Statement: Ask about and follow instructions for using/maintaining common household equipment and facilities - defrosting the refrigerator, lighting the pilot, using laundry facilities. ("How do I turn on the heat?")

Sources: Alice Blows a Fuse, pp. 14-15
Basic English for Adult Competency, pp. 58-59
English for Adult Competency II, pp. 105-106
English Spoken Here, Consumer Information, pp. 106-107
Opening Lines, p. 114
Practical Vocabulary Builder #18, 19
Reading and Following Directions, pp. 29-33
Today - Activity/Reference Book B-2, pp. 36-37, 39

TOPIC Competency: Hou-19 Level: 4

Competency Statement: Ask to borrow basic tools and household items from a neighbor. ("Excuse me, can I borrow a hammer?")

Sources: English for Adult Competency I, pp. 95-96 (pictures of tools and household items)
A New Start, Student's Book, p. 94
The Oxford Picture Dictionary, pp. 24-25, 30-31
The Oxford Picture Dictionary Workbook, pp. 28-29, 35-37
Practical Vocabulary Builder, #19, 24, 25
The Vocabulary Builder, #18, 28

TOPIC Competency: **Hou-20 Level: 5

Competency Statement: Arrange for installation or termination of household utilities. ("I'd like to have a telephone installed as soon as possible.")

Sources: English for Adult Competency II, p. 107
English Spoken Here, Getting Started, pp. 50-51
ESL Modulearn, Vol. 2, pp. (37)1-4
Today - Activity/Reference Book B-1, p. 21

TOPIC Competency: **Hou-21 Level: 5

Competency Statement: Question errors on household bills on the telephone. ("I have one phone. Why am I charged for two phones?")

Sources: [No sources available for telephone complaints. See Hou-16 for role play.]

TOPIC Competency: **Hou-22 Level: 5

Competency Statement: Explain the exact nature or cause of a household problem. ("The bathroom sink is leaking. There's water all over the floor.")

Sources: Alice Blows a Fuse, pp. 62-63, 66-67, 118-119, 198-199
Beyond the Classroom, p. 202
A Conversation Book I, p. 101
English for Adult Competency II, p. 108
English Spoken Here, Consumer Information, pp. 118-119
ESL Modulearn, Vol. 2, pp. (35)1-4
Look Again Pictures, pp. 50-52
Practical Vocabulary Builder, #18, 19

TOPIC Competency: Hou-23 Level: 5

Competency Statement: Read classified ads and housing notices.

Sources: Alice Blows a Fuse, pp. 122-123
Beyond the Classroom, p. 27
Building Real Life English Skills, p. 55
English for Adult Competency I, pp. 85, 87
English for Adult Competency II, p. 112
English Spoken Here, Consumer Information, pp. 102-103, 107
ESL Operations, pp. 80-81
Everyday English 2 (NTC), pp. 77-78, 103
Real to Reel, pp. 77-78, 81-82
Your Daily Paper, pp. 54-55

TOPIC Competency: Hou-24 Level: 5

Competency Statement: Read utility meters and bills.

Sources: Beyond the Classroom, p. 201
Building Real Life English Skills, pp. 288-297
Everyday English 2B (Alemany), Telephone, p. 17
Opening Lines, pp. 401-404
Read the Instructions First, pp. 50-51
Today - Activity/Reference Book A-1, pp. 19, 23
Book B-2, p. 52
Using the Telephone (Richards), pp. 25-27, 55

TOPIC Competency: Hou-25 Level: 5

Competency Statement: Make complaints to and respond appropriately to complaints from neighbors or the landlord. ("Your dog barks too much. We can't sleep. Can you keep him quiet?")

Sources: English for Adult Competency I, p. 91
Opening Lines, p. 220
The Write Stuff: Life Skills Writing, Exercise Book, pp. 30-31

TOPIC Competency: **Hou-26 Level: 6

Competency Statement: Ask about and describe landlord/tenant responsibilities. ("The landlord has to pay for the gas.")

Sources: Alice Blows a Fuse, pp. 114-115
English for Adult Competency II, pp. 104-106
Everyday Consumer English, p. 129
Skills for Living, Unit I, pp. 2a-2e, 125-132

TOPIC Competency: Hou-27 Level: 6

Competency Statement: State needs and ask specific questions about housing or a rental agreement by telephone. ("Is the rental agreement for one year or two years?")

Sources: Beyond the Classroom, p. 24
English Spoken Here, Consumer Information, pp. 104-105
Everyday English 2 (NTC), pp. 103-104

TOPIC Competency: **Hou-28 Level: 7

Competency Statement: Ask about and answer questions regarding a lease or rental agreements.

Sources: Beyond the Classroom, p. 24
English for Adult Competency II, p. 101
Opening Lines, p. 396 (rental lease)
Skills for Living, Unit I, pp. 2a-2e

TOPIC Competency: Hou-29 Level: 7

Competency Statement: **Read a non-simplified housing lease or rental agreement and fill it out with assistance.**

Sources: **Beyond the Classroom**, p. 31
English Spoken Here, Consumer Information, p. 115
Everyday Consumer English, pp. 146-147
Filling Out Forms (1986), p. 80
Opening Lines, p. 397
Skills for Living, Unit I, pp. 2a-2e

SHOPPING

TOPIC Competency: **Sho-1 Level: 1

Competency Statement: State basic food needs. ("I need rice.")

Sources: Basic English for Adult Competency, pp. 28, 34
English for Adult Competency I, p. 28
Everyday English 2A (Alemany), Food, pp. 8-9, 12
Opening Lines, p. 42
Practical Vocabulary Builder # 15
Speak English! Text One, pp. 58-59
Speaking of Pictures I, pp. 1-4
Tune in to English, p. 6 #2
The Vocabulary Builder, # 4, 5A, 5B

TOPIC Competency: **Sho-2 Level: 1

Competency Statement: Ask the price of food, clothing, or other items in a store. ("How much is this coat?")

Sources: Basic English for Adult Competency, pp. 35, 88-91
English for Adult Competency I, p. 32
Entry to English, Book 2, pp. 39, 41-43
ESL Modulearn (1-20), pp. (6)2-4, 8, (17)7
Everyday English 1 (Alemany), Food, p. 11; Clothes, p. 11
Lifelines I, pp. 55-59
Opening Lines, pp. 43, 124
Speak English! Text One, pp. 13, 58
Speaking of Pictures 1, pp. 3-4
Tune in to English, pp. 46-47, #11

TOPIC Competency: **Sho-3 Level: 1

Competency Statement: Read a limited number of basic store signs. (IN; OUT; SALE)

Sources: Basic English for Adult Competency, pp. 70-72
Entry to English, Book 2, pp. 57, 59-60
Functional Signs: IN, OUT, CASHIER, CLOSED, etc.
Learning Functional Words, pp. 1-12, 46-47
Looking at American Signs, pp. 6-7
A New Start, Student's Book, pp. 16, 31-32
Literacy 1, pp. 95-100
Opening Lines, p. 126
Oxford Picture Dictionary of American English, pp.8-13
Sign Language, Book A, pp. 6-9, 26-27
Survival Signs: UP, DOWN, etc.
Vocabulary Builder, #2, 3

TOPIC Competency: Sho-4 Level: 1

Competency Statement: State basic clothing needs. ("I need a coat.")

Sources: Basic English for Adult Competency, pp. 63-65
English for Adult Competency I, pp. 105, 109-110
ESL Modulearn (1-20), pp. (16)3
Everyday English 1 (NTC), pp. 44-48
Lifelines I, pp. 51-54
Opening Lines, p. 47 (games)
Tune in to English, pp. 46-49
The Vocabulary Builder, #3, 4

TOPIC Competency: Sho-5 Level: 1

Competency Statement: Read aisle numbers. (2B)

Sources: Looking at American Signs, pp. 40-41, 54-55
Opening Lines, pp. 126, 128 #2
Speak English! Text One, p. 60

TOPIC Competency: **Sho-6 Level: 2

Competency Statement: Differentiate sizes by reading tags. (S, M, or L; 8, 10 or 12)

Sources: Action English Pictures, p. 54
English for Adult Competency I, p. 106
English for Adult Competency II, p. 124 (catalogue page)
Opening Lines, p. 126

TOPIC Competency: **Sho-7 Level: 2

Competency Statement: Read abbreviations for common weights and measures in a supermarket (LB.; QT.)

Sources: Basic English for Adult Competency, pp. 33, 35, 93
English for Adult Competency I, p. 35
English Spoken Here, Consumer Information, p. 45
Lifelines 2, pp. 41-44
A New Start, Student's Book, p. 36
    Literacy 1, pp. 103-105
Opening Lines, pp. 126, 128 #4

TOPIC Competency: **Sho-8 Level: 2

Competency Statement: Read common store signs. (IN; OUT; UP; DOWN; CASHIER)

Sources: Learning Functional Words, pp. 1-4, 13-14, 17-20, 46-47, 54-55
Looking at American Signs, pp. 6-7, 12-13
A New Start, Student's Book, pp. 31-32, 54
Literacy 2, pp. 63-64
Practical Vocabulary Builder, #12
Sign Language Book A, pp. 6-9, 26-27

TOPIC Competency: **Sho-9 Level: 2

Competency Statement: Ask about and read signs for store hours. (OPEN; CLOSED; SAT. 9 A.M.-12 P.M.)

Sources: Entry to English, Book 3, pp. 89-90
Looking at American Signs, p. 7
A New Start, Student's Book, p. 66

TOPIC Competency: **Sho-10 Level: 2

Competency Statement: Read expiration dates. (EXP. 4/4/84; SELL BY 4/8/82)

Sources: Today, Activity/Reference Book A-1, pp. 12-15

TOPIC Competency: Sho-11 Level: 2

Competency Statement: Request size and color for a specific item in simple terms. ("Do you have a small size?")

Sources: Alice Blows a Fuse, pp. 2-3
ESL Modulearn, Vol. 2, pp. (36)6-8
Everyday English 1 (Alemany), Clothes, pp. 5-6
2A, Clothes, p. 10
The New Arrival, Book 2, p. 64
A New Start, Student Book, p. 117
Opening Lines, p. 124
Tune in to English, pp. 6-8

TOPIC Competency: Sho-12 Level: 2

Competency Statement: Ask for information about places to buy food/clothing/household items. ("Where can I buy rice?")

Sources: A Conversation Book I, pp. 84, 86-87, 93
English For Adult Competency I, pp. 27, 28
Entry to English, Book 3, pp. 81-84
Everyday English 1 (Alemany), Food, pp. 5, 10
2A, (Alemany), Food, pp. 2, 4-6
Looking at American Signs, pp. 14-15
The New Arrival, Book 2, p. 68
Opening Lines, p. 91
Tune in to English, pp. 6-8

TOPIC Competency: Sho-13 Level: 2

Competency Statement: Ask for and follow simple directions to locate food/clothing in a store. ("Where are the coats?" [In Aisle 4a.])

Sources: English for Adult Competency I, pp. 32, 111
English Spoken Here, Consumer Information, pp. 46-49
Everyday English, Book 3 (NTC), pp. 38, 44-45
Lifelines 1, pp. 41-42
Looking at American Signs, pp. 51, 54-55
A New Start, Student's Book, p. 30
Opening Lines, pp. 42, 122
Speak English! Text One, pp. 60-61

TOPIC Competency: Sho-14 Level: 2

Competency Statement: Ask for food using common weights and measures. ("One pound of hamburger, please.")

Sources: English for Adult Competency I, pp. 28-31, 35
Everyday English 2A (Alemany), Food, pp. 20-21
Lifelines 2, pp. 41-44
A New Start, Student's Book, p. 21, 29, 37-42, 45
Opening Lines, p. 123

TOPIC Competency: Sho-15 Level: 2

Competency Statement: Order and pay for food at a fast food restaurant. ("A hamburger and a Coke, please.")

Sources: Entry to English Book 4, pp. 30-38
ESL Modulearn (1-20), pp. (10)8, (14)2
A New Start, Student's Book, pp. 28, 73, 77
Opening Lines, p. 263
Reading for Survival, pp. 37, 55
Signs Around Town, pp. 22-23
Speak English! Text One, pp. 12, 16

TOPIC Competency: Sho-16 Level: 3

Competency Statement: Read prices and weights of various food items and determine the best buy by comparing. ($1.89/LB., $1.99/LB.)

Sources: Beyond the Classroom, pp. 124-127
A Conversation Book I, p. 83
English for Adult Competency I, pp. 27-29
English Spoken Here, Consumer Information, pp. 52-53
A New Start, Student's Book, pp. 41-42
Opening Lines, p. 128, #3
Reading for Survival, pp. 60-61
Signs Around Town, pp. 48-49
Today, Activity/Reference Book B-1, p. 80

TOPIC Competency: Sho-17 Level: 3

Competency Statement: Respond to cashier's questions concerning means of payment. ([Cash or charge?] "Cash.")

Sources: English for Adult Competency I, p. 108
English for Adult Competency II, p. 121
Everyday English 2A (Alemany), Clothes, p. 20
Opening Lines, p. 125
Speak English! Text One, pp. 19, 21

TOPIC Competency: Sho-18 Level: 3

Competency Statement: Request a different size or price. ("Do you have a bigger one?")

Sources: English for Adult Competency I, p. 106
English for Adult Competency II, p. 121
Look Again Pictures, pp. 14-17
A New Start, Student's Book, p. 119
Opening Lines, p. 124
Signs and Labels (sizes), pp. 108-115
Tune in to English, p. 46, #11

TOPIC Competency: Sho-19 Level: 3

Competency Statement: Ask for a receipt. ("Can I have a receipt, please?")

Sources: Opening Lines, p. 125

TOPIC Competency: **Sho-20 Level: 4

Competency Statement: Express a need to return/exchange merchandise and state satisfaction/dissatisfaction with an item in terms of color, size, fit, etc. ("This is too big.")

Sources: Alice Blows a Fuse, pp. 70-71
Beyond the Classroom, pp. 185, 190-191
English for Adult Competency I, p. 106
English for Adult Competency II, p. 121
ESL Modulearn, Vol. 2, pp. (29)5-7
English Spoken Here, Consumer Information, pp. 146-148
Everyday English 2A (Alemany), Clothes, pp. 12-13
Lifelines 2, pp. 51-59
Look Again Pictures, pp. 18-21
A New Start, Student's Book, p. 120
Tune in to English, pp. 82-95, #20
A Writing Book: English for Everyday Life, p. 170

TOPIC Competency: Sho-21 Level: 4

Competency Statement: Read supermarket/department store newspaper ads or use coupons for comparative shopping. (FLORIDA ORANGES, 5 LB. BAG $1.79)

Sources: Building Life Skills F, pp. 34-45
English Spoken Here, Consumer Information, pp. 42-43
Health and Safety, p. 79
ESL Modulearn, Vol. 2, p. (34)1
Everyday English 2A (Alemany), Food, p. 17
Look Again Pictures, p. 32
A New Start, Student's Book, pp. 26, 41-42
Reading for Survival, pp. 60-61, 64
Signs Around Town, pp. 48-49
Skills for Living, Unit II, Coping as a Consumer, 15a-15f, 16a-16h
Today - Activity/Reference Book A-1, pp. 12-15, 53
Book A-2, pp. 8-11
Book B-1, p. 69
Book B-2, pp. 1-4
Your Daily Paper, pp. 56-57

TOPIC Competency: Sho-22 Level: 4

Competency Statement: Locate items in a supermarket/store by reading common section/department signs. (PRODUCE; HOUSEWARES)

Sources: Building Life Skills E, pp. 34-39
Building Real Life English Skills, pp. 234-236, 240
English Spoken Here, Consumer Information, pp. 46-49, 71-73
Everyday English, Book 3 (NTC), pp. 70-71
Let's Go Shopping, pp. 28 + entire book
Live Action English, p. 41
Looking at American Signs, pp. 12-13, 51, 54-55
A New Start, Student's Book p. 98
Literacy 2, pp. 74-76
Signs and Labels, pp. 78-84
Signs Around Town, pp. 8-9

TOPIC Competency: Sho-23 Level: 4

Competency Statement: Read a variety of store signs indicating sales or special prices. (REDUCED; TODAY ONLY)

Sources: A Conversation Book I, p. 90
Everyday English 1 (Alemany), Clothes, p. 14
Looking at American Signs, pp. 32-33
Signs and Labels, pp. 116-117
Skills for Living, Unit II, Coping as a Consumer, pp. 16a-16h
Today - Activity/Resource Book B-1, pp. 1-3

TOPIC Competency: Sho-24 Level: 5

Competency Statement: Request a particular color or style of clothing. ("Do you have this in light blue?")

Sources: Alice Blows a Fuse, pp. 94-95
Beyond the Classroom, pp. 177, 182
English For Adult Competency II, pp. 115-117
Everyday English Book 3 (NTC), p. 44
The New Arrival, Book 2, p. 64
Oxford Picture Dictionary Workbook, pp. 11-13
Tune in to English, pp. 46-47
The Vocabulary Builder, #2, #3

TOPIC Competency: Sho-25 Level: 5

Competency Statement: Ask about and follow oral instructions for care of clothing or read labels on clothing in symbols and words. (MELT document error) ([WASH IT IN COLD WATER.] "Can I put it in the dryer?")

Sources: Action English Pictures, p. 59
Beyond the Classroom, p. 185
Building Life Skills F, pp. 16-27
Building Real Life English Skills, pp. 11-13
English for Adult Competency I, pp. 115-116, 118
English for Adult Competency II, pp. 118-119
English Spoken Here, Consumer Information, p. 82-83
Entry to English, Book 4, pp. 26-27
Everyday English 2A (Alemany), Clothes, pp. 4-6, 9
Label Talk, pp. 8-9, 16-17, 40-41
A New Start, Student's Book, p. 101
Teacher's Book, pp. 174-176
Today - Activity/Reference Book B-1, p. 33

TOPIC Competency: Sho-26 Level: 5

Competency Statement: Read names of different types of stores. (HARDWARE; JEWELRY)

Sources: Everyday English Book 3 (NTC), pp. 1-4, 38, 50-51, 55, 58, 60, 62
Let's Go Shopping, entire book
Read English! pp. 35-36
Signs and Labels, pp. 78-84
Tune in to English, pp. 6-8
The Vocabulary Builder, #22

TOPIC Competency: Sho-27 Level: 5

Competency Statement: Ask about and understand basic information about store hours, products and prices over the telephone. ("Do you make keys?")

Sources: Working With Others (CAP), p. 12 B (general telephone procedures)

TOPIC Competency: Sho-28 Level: 6

Competency Statement: Read food labels and follow directions for preparing food.

Sources: Beyond the Classroom, pp. 151, 154-155 (recipes)
Building Life Skills E, pp. 46-51
Building Real Life English Skills, pp. 13-19, 29-35
Live Action English, p. 34
Read the Instructions First, pp. 36-37
Reading and Following Directions, pp. 36-44
Reading for Survival, pp. 8-9, 13, 15, 29, 32, 39, 43, 49, 57
Real to Reel, pp. 71-73, 76
Signs and Labels, pp. 94-97
Skills for Living, Unit I, pp. 15a-15i, 18a-18d
Today - Activity/Reference Book B-1, pp. 28-32, 70
Book B-2, pp. 25-28, 35, 54

TOPIC Competency: Sho-29 Level: 7

Competency Statement. Write a letter to question a bill.

Sources: A Writing Book, English in Everyday Life, p. 170, 172

TOPIC Competency:. Sho-30 Level: 7

Competency Statement: Read consumer protection laws and product warranties.

Sources: Beyond the Classroom, pp. 43, 46
Building Life Skills F, pp. 40-45
Building Real Life English Skills, pp. 94-100
Label Talk, pp. 32-33
Reading for Survival, pp. 48, 54, 63
Skills for Living, Unit I, PP. 16a, 16c
Unit II, pp. 18a-18h
Today - Activity/Reference Book B-1, pp. 45-49, 59, 77
Book B-2, pp. 40-45, 55
Your Daily Paper, pp. 28-29, 34-35 (Consumer advice)

TRANSPORTATION

TOPIC Competency: **Tra-1 Level: 1

Competency Statement: Ask the amount of local bus or train fares. ("How much is a bus ticket?")

Sources: Basic English for Adult Competency, p. 54
English for Adult Competency I, p. 71
Everyday English 1 (Alemany), Transportation, p. 9
Opening Lines, p. 142

TOPIC Competency: **Tra-2 Level: 1

Competency Statement: Read a limited number of symbols or transportation/pedestrian signs. (BUS STOP; WALK/DON'T WALK)

Sources: Basic English for Adult Competency, p. 53
Beginning Real Life English Skills, pp. 250-259
English for Adult Competency I, pp. 70, 76-77
English For Adult Competency II, pp. 88-89
Entry to English, Book 2, pp. 55, 58
Everyday English 2A (Alemany), Transportation, p. 17
Functional Signs: (WALK/DON'T WALK)
Learning Functional Words, pp. 21-22, 25, 27
A New Start, Student's Book, pp. 22-24, 62
Literacy I, pp. 81-84
Practical Vocabulary Builder, #9
Sign Language, Book A, pp. 22-25
Signs Around Town, p. 20
Techniques for Effective Communication, p. 12

TOPIC Competency: Tra-3 Level: 1

Competency Statement: Ask for a transfer. ("A transfer, please.")

Sources: Action English Pictures, p. 63
English For Adult Competency I, p. 72
ESL Modulearn, Vol. 2, pp. (23)2, 4; (25)6
Everyday English 1 (Alemany), Transportation, p. 10
Live Action English, p. 46

TOPIC Competency: **Tra-4 Level: 2

Competency Statement: Ask for a bus, train, or plane destination. ("Where does this bus go?")

Sources: English for Adult Competency I, p. 71
ESL Modulearn, Tape Program, Lesson 11, worksheets 48,49
" " Vol. 2, pp. (23)1-4
Everyday English 1 (Alemany), Transportation, p. 9
2A " p. 8
Lifelines I, pp. 35-39
Opening Lines, p. 142

TOPIC Competency: **Tra-5 Level: 2

Competency Statement: Read signs indicating bus/train destinations and street names. (MAIN STREET)

Sources: Entry to English 3, p. 88
ESL Modulearn Tape Program, lesson 11, worksheets 48-49
Everyday English 2A, (Alemany), Transportation, p. 18
Looking at American Signs, p. 3
Using Transportation, pp. 31-35

TOPIC Competency: Tra-6 Level: 2

Competency Statement: Ask for information about a location in an airport, bus or train station. ("Where is Gate 10?")

Sources: English for Adult Competency I, p. 79
Opening Lines, p. 279

TOPIC Competency: **Tra-7 Level: 3

Competency Statement: Respond to and ask basic questions about one's own or others' departure/arrival times. ("When are you leaving?")

Sources: English for Adult Competency I, p. 78
English That Works 2, pp. 48-50
Everyday English 1 (Alemany), Clothes, p. 12
Jazz Chants, p. 17
Opening Lines, p. 270
Real to Reel, p. 46

TOPIC Competency: **Tra-8 Level: 3

Competency Statement: Respond to common requests. ([Please move to the back of the bus.])

Sources: Opening Lines, pp. 271, 274 #3

TOPIC Competency: **Tra-9 Level: 3

Competency Statement: Ask when or where to get off or on a local bus/train. ("I'm going to the post office. Where do I get off?")

Sources: English for Adult Competency I, p. 72
English Spoken Here, Getting Started, pp. 132-133
ESL Modulearn Vol. 2, pp. (23)2-3
Everyday English 2A (Alemany), Transportation, p. 19
Look Again Pictures, pp. 23, 25, 27, 29
Opening Lines, pp. 141-142
Signs and Labels, pp. 53

TOPIC Competency: Tra-10 Level: 3

Competency Statement: Buy bus, plane, or train tickets. ("I'd like a one-way ticket to Chicago.")

Sources: Beyond the Classroom, p. 161
English for Adult Competency I, p. 78
English for Adult Competency II, p. 82
Everyday English 2 (NTC), p. 61
Lifelines I, p. 31
Opening Lines, pp. 143, 146 #3
Real to Reel, p. 47

TOPIC Competency: Tra-11 Level: 3

Competency Statement: Read common signs in an airport or bus/train station. (TO GATES 6-14; TICKETS)

Sources: Looking at American Signs, pp. 28-31
Opening Lines, p. 283 #4

TOPIC Competency: Tra-12 Level: 3

Competency Statement: Read common traffic and pedestrian signs. (ONE WAY; KEEP RIGHT; NO PARKING)

Sources: Building Life Skills E, pp. 22-27
Building Real Life English Skills, pp. 250-259
English For Adult Competency I, pp. 76-77, 82
English Spoken Here, Getting Started, pp. 64-66;
Exercise book, p. 42
Everyday English 2 (NTC), pp. 66-68
Looking at American Signs, pp. 4-5, 34-35
Signs and Labels, pp. 2-9, 24-44
Signs Around Town, pp. 32-33, 38-39, 46-47
Speak English! Text One, p. 73
Today - Activity/Reference Book A-1, pp. 34-37, 59
Using Transportation (Follett Coping Skills), pp. 5-22, 29

TOPIC Competency: **Tra-13 Level: 4

Competency Statement: Ask where a bus/train is going, where it stops, and which buses/trains stop at a given stop. ("Which bus stops at Main Street and Second Avenue?")

Sources: Alice Blows a Fuse, pp. 170-171
Beyond the Classroom, pp. 81, 84-85
English For Adult Competency II, pp. 79-80
ESL Modulearn Vol. 2, pp. (23)2-3
Opening Lines, pp. 141-142

TOPIC Competency: **Tra-14 Level: 4

Competency Statement: Read an arrival/departure information board in an airport or bus/train station.

Sources: Beyond the Classroom, p. 162
Building Real Life English Skills, pp. 272, 275
English Spoken Here, Getting Started Exercise Book, p. 72
ESL Modulearn Tape Program, Lesson 11, worksheets 48, 49
Vol. 2, pp. (22) 5-8; (25) 6,7
Look Again Pictures, p. 67
Looking at American Signs, pp. 3, 50
Opening Lines, p. 274 #2
Reading for Survival, p. 11
Signs Around Town, pp. 16-17, 36-37

TOPIC Competency: Tra-15 Level: 5

Competency Statement: Read printed bus/train schedules.

Sources: Building Real Life English Skills, pp. 270-279
English For Adult Competency II, p. 81
English That Works 2, pp. 52-53, 58-60
Let's Look It Up, pp. 56-57
Lifelines 2, pp. 35-39
Opening Lines, p. 146
Reading for Survival, p. 44
Reading Schedules, pp. 52-63
Real to Reel, pp. 44-46
Speak English! Text One, p. 43
Today, Activity/Reference Book A-1, pp. 42-43, 45, 47
Using Transportation, pp. 37-49, 57-58

[Local bus schedules]

TOPIC Competency: Tra-16 Level: 6

Competency Statement: Fill out a state driver's license application.

Sources: Becoming a Driver, pp. 6-11
Building Real Life English Skills, pp. 165-166
English for Adult Competency II, p. 91
Filling Out Forms (1986), pp. 46-49, 52-54
Read the Instructions First, pp. 42-43 (instructions for getting a license: not an application form)
Skills for Living, Unit I, pp. 13a-13d
Today - Activity/Reference Book A-1, p. 6

TOPIC Competency: Tra-17 Level: 6

Competency Statement: Ask for information in order to puchase a used car. ("What's the mileage?")

Sources: Building Real Life English Skills, p. 56
English for Adult Competency II, pp. 92-94
English Spoken Here, Life in the U.S., pp. 32-40, 42-45
Finding a Good Used Car, entire book
Today- Activity/Reference Book B-2, p. 3

TOPIC Competency: Tra-18 Level: 6

Competency Statement: Answer a police officer's questions regarding a car accident or traffic violation. ([How fast were you going?] "55.")

Sources: Alice Blows a Fuse, pp. 110-111, 142-143, 154-155
English For Adult Competency II, p. 88
ESL Modulearn, Vol. 2, pp. (39)61-64
Read the Instructions First, pp. 46-47 (56-57 is traffic ticket)
Real to Reel, pp. 168-172
Speak English! Text One, p. 45
Speaking of Pictures 3, p. 73-74

TOPIC Competency: Tra-19 Level: 7

Competency Statement: Fill out a car accident report.

Sources: Becoming a Driver, p. 30 (damage report), 63
Filling Out Forms, (1986), pp. 49-55
Real to Reel, p. 171

TOPIC Competency: Tra-20 Level: 7

Competency Statement: Describe common car problems in need of repair.

Sources: Alice Blows a Fuse, pp. 58-59, 86-87, 102-103
Beyond the Classroom, pp. 69-74
English For Adult Competency II, p. 83
ESL Modulearn, Vol. 2, pp. (39)5-8
Practical Vocabulary Builder, #8
Signs and Labels, pp. 76-77

TOPIC Competency: Tra-21 Level: 7

Competency Statement: Ask and answer questions and read information related to buying car insurance.

Sources: Alice Blows a Fuse, pp. 78-79
Becoming a Driver, pp. 33-40
Skills for Living, Unit I, pp. 14a-14e
Unit II, pp. 20a-20g, 153

TOPIC Competency: Tra-22 Level: 7

Competency Statement: Get detailed long-distance travel information over the telephone such as schedules and costs. ("What's the cheapest way I can fly round-trip from New York to San Francisco?")

Sources: Alice Blows a Fuse, pp. 38-39 (in person, not by telephone)
English That Works 2, pp. 43-44
Everyday English 2A (Alemany), Transportation, p. 11
Lifelines 2, pp. 31-34
Opening Lines, p. 143 (in person)
Real to Reel, pp. 48-49, 202

B. CROSS-TOPIC COMPETENCIES

CROSS-TOPIC Competency: **Cla-1 Level: 1

Competency Statement: Express a lack of understanding. ("I don't understand.")

Sources: English for Your First Job, pp. 38, 40, 79
Jazz Chants, pp. 3, 41
Opening Lines, pp. 18, 20, 199-200
Speak English! Text One, pp. 3, 12, 15, 56
Speaking Up at Work, pp. 5, 7, 14
Techniques for Effective Communication, pp. 10, 26

CROSS-TOPIC Competency: ** Cla-2 Level: 1

Competency Statement: Ask someone to repeat. ("Please repeat it again.")

Sources: Opening Lines, pp. 18, 200, 228
Shifting Gears, p. 38
Speaking Up at Work, pp. 5, 7-8, 11, 13
Techniques for Effective Communication, pp. 10, 26, 28

CROSS-TOPIC Competency: Cla-3 Level: 1

Competency Statement: Ask someone to speak slowly. ("Please speak slowly.")

Sources: Opening Lines, p. 18
Speaking Up at Work, p. 13
Techniques for Effective Communication, p. 10

CROSS-TOPIC Competency: Cla-4 Level: 1

Competency Statement: Repeat something when asked to do so. ("My name is Tran." [Could you repeat that?] "My name is Tran.")

Sources: First Steps in Reading and Writing, p. 2
Techniques for Effective Communication, p. 10

CROSS-TOPIC Competency: Cla-5 Level: 1

Competency Statement: Ask the English word for something. ("What's this?")

Sources: ESL Modulearn (1-20), pp. (6)1-6; (7)2, 6; (9)2, 6
Everyday English 1 (Alemany), Transportation, p. 1;
Food, p. 1; Clothes, p. 1; (more)
Opening Lines, p. 18
Shifting Gears, pp. 28, 86

CROSS-TOPIC Competency: Cla-6 Level: 1

Competency Statement: Ask the meaning of something written in English. (What's this?")

Sources: Speak English! Text One, pp. 48-49

CROSS-TOPIC Competency: **Cla-7 Level: 2

Competency Statement: Verify the name of something by asking simple yes/no questions. ("Is this the Post Office?")

Sources: ESL Modulearn (1-20), pp. (7)3, 6-8
Everyday English 1 (Alemany), Transportation, p. 1;
Food, p. 1; Clothes, p. 1; etc.

CROSS-TOPIC Competency: **Cla-8 Level: 3

Competency Statement: Ask for information or clarification using basic question words. ("How?"; "Go where?")

Sources: English That Works 1, p. 72
First Steps in Reading and Writing, pp. 6, 42, 76, 110
Jazz Chants, pp. 5, 31, 41, 73
Opening Lines, pp. 199-200, 204 #1
Shifting Gears, pp. 40, 146

CROSS-TOPIC Competency: **Cla-9 Level: 3

Competency Statement: Give clarification in response to basic question words. ("Trung is not here." [Who?] "Trung.")

Sources: Jazz Chants, pp. 5, 41
Speak English, Text One, p. 6

CROSS-TOPIC Competency: **Cla-10 Level: 3

Competency Statement: Ask someone to spell or write something. ("Can you write it for me?")

Sources: First Steps in Reading and Writing, p. 14
Opening Lines, p. 17
Techniques for Effective Communication, p. 2

CROSS-TOPIC Competency: Cla-11 Level: 3

Competency Statement: Ask about the meaning or the pronunciation of a word. ("What does __________ mean?"; "How do you say _________?")

Sources: Beyond the Classroom, p. 165
Everyday English 1 (NTC), p. 88
Opening Lines, p. 228
Speak English! Text One, p.50

CROSS-TOPIC Competency: **Cla-12 Level: 4

Competency Statement: Ask for clarification using a partial question with appropriate gestures. ([Go to the cafeteria.] "Go to...?")

Sources: Everyday English 1 (Alemany), Transportation, p. 1
Jazz Chants, p. 41
Opening Lines, pp. 200, 228
Shifting Gears, p. 92
Speak English! Text One, p. 50
Speaking Up at Work, pp. 170, 217

CROSS-TOPIC Competency: **Cla-13 Level: 4

Competency Statement: Spell or write something for purposes of clarification.

Sources: Everyday English 1 (Alemany), Telephone, p. 12
First Steps in Reading and Writing, p. 14
Opening Lines, p. 17
Speaking Up at Work, p. 219

CROSS-TOPIC Competency: **Cla-14 Level: 4

Competency Statement: Repeat instructions to verify comprehension. ([Go to Room 4.] "Room 4?")

Sources: English That Works 1, p. 132
Jazz Chants, p. 41
Opening Lines, p. 200
Speaking Up at Work, pp. 211, 213

CROSS-TOPIC Competency: **Cla-15 Level: 5

Competency Statement: Identify which part of instructions or an explanation was not understood. ("I don't understand what to do after I put these away.")

Sources: Beyond the Classroom, p. 166
Jazz Chants, pp. 5, 31, 73
A New Life, A New Job, Level 3 Student's Pages 132, 134
Speaking Up at Work, pp. 16, 121-125, 165
Techniques for Effective Communication, p. 8

CROSS-TOPIC Competency: Cla-16 Level: 5

Competency Statement: Ask for clarification by giving alternatives. ("Fifteen or fifty?")

Sources: Techniques for Effective Communication, p. 8

CROSS-TOPIC Competency: Cla-17 Level: 5

Competency Statement: Rephrase one's own explanation/statement. ("He's not here." [What?] "He's absent.")

Sources: Jazz Chants, p. 5
Speaking Up at Work, pp. 165-166, 169

CROSS-TOPIC Competency: **Cla-18 Level: 6

Competency Statement: Respond to a listener's need for clarification of own speech by rephrasing. ("Take the box in the hall to the office."[What?] "There is a box in the hall. Take it to the office.")

Sources: Jazz Chants, p. 5
A New Life, A New Job, Level 3 Student's Page 1
Speaking Up at Work, pp. 166, 169

CROSS-TOPIC Competency: **Cla-19 Level: 7

Competency Statement: Paraphrase complex ideas or difficult concepts.

Sources: Speaking Up at Work, p. 237

DIRECTIONS

CROSS-TOPIC Competency: **Dir-1 Level: 1

Competency Statement: Ask for the location of common places within a building. ("Where is the bathroom?")

Sources: Basic English for Adult Competency, p. 51
First Steps in Reading and Writing, p. 140
A New Start, Student's Book, p. 30
Opening Lines, pp. 113, 162, 279
Speaking Up at Work, p. 35

CROSS-TOPIC Competency: **Dir-2 Level: 1

Competency Statement: Ask for the location of a place. ("Where is the bus stop?")

Sources: Basic English for Adult Competency, p. 52
English Spoken Here, Getting Started, p. 71
Exercise Book, pp. 45-47
English That Works 1, p. 99
Entry to English, Book 3, p. 85
ESL Modulearn, Vol. 2, pp. (24)6-8
Everyday English 1 (Alemany), Transportation, p. 4
Lifelines 1, pp. 71-74
A New Start, Student's Book, pp. 79, 99-100
Teacher's Book, pp. 169-173
Opening Lines, pp. 78, 80-81, 140, 199
Speak English! Text One, p. 45

CROSS-TOPIC Competency: **Dir-3 Level: 1

Competency Statement: Read, say, and copy numbers as used on streets and buildings.

Sources: English Spoken Here, Getting Started, pp. 82-90

CROSS-TOPIC Competency: **Dir-4 Level: 1

Competency Statement: Follow simple oral directions to a place. ([Turn right/left; Go straight.])

Sources: ESL Modulearn, Vol. 2, pp. (25)2-4
English Spoken Here, Getting Started, pp. 71-81
Exercise Book, pp. 45-47, 50, 52-55
Entry to English, Book 3, p. 85
A New Start, Student Book, pp. 30, 99-100
Teacher's Book, pp. 169-173
Literacy 1, pp. 77-80
Opening Lines, pp. 80, 83, 140, 279
Techniques for Effective Communication, p. 27

CROSS-TOPIC Competency: Dir-5 Level: 1

Competency Statement: Respond to simple questins about a destination. ([Where are you going?] "To the bank."

Sources: Everyday English 1 (Alemany), Transportation, pp. 5, 7-8
Opening Lines, pp. 79, 87, 262

CROSS-TOPIC Competency: Dir-6 Level: 1

Competency Statement: Follow a simple hand-drawn map to locate a place in an already familiar setting when directions are also given orally. ([Go one block. Turn left.])
Sources: A Conversation Book I, pp. 105-107
English Spoken Here, Getting Started, pp. 71-77, 128-129,131
Exercise Book, pp. 52-56
Entry to English, Book 3, pp. 85-87
Opening Lines, pp. 83, 146 #5
Speak English! Text One, pp. 45, 72-73
Speaking Up at Work, pp. 34, 41

CROSS-TOPIC Competency: **Dir-7 Level: 2

Competency Statement: State the location of own residence by giving the address and nearest streets, or by referring to familiar landmarks. ("I live near the hospital.")

Sources: Opening Lines, p. 78
Tune in to English, pp. 30-32

CROSS-TOPIC Competency: **Dir-8 Level: 2

Competency Statement: Follow simple oral directions to places in a building. ([Upstairs; Third Floor; To Room 14A])

Sources: English That Works 1, pp. 109-112
The New Arrival, Book 2, p. 64
A New Start, Student's Book, p. 30
Opening Lines, pp. 279, 281
Speaking Up at Work, pp. 64, 69-70

CROSS-TOPIC Competency: **Dir-9 Level: 3

Competency Statement: Give simple directions to a place. ("Turn right/left. Go to the third house.")

Sources: Building Life Skills E, pp. 28-33
English Spoken Here, Getting Started, pp. 71-74
Exercise Book, pp. 52-56
English That Works 1, pp. 115-124
Entry to English, Book 3, p. 85
Everyday English 1 (Alemany), Transportaion, p. 4
Everyday English 3 (NTC), pp. 8-9
The New Arrival, Book 1, pp. 49, 51
A New Start, Student's Book, pp. 99-100
Teacher's Book, pp. 169-173
Opening Lines, pp. 80, 83 (games), 146 #5
Speak English! Text One, pp. 45, 72-73
Speaking Up at Work, pp. 34-46
Tune in to English, pp. 14-17

CROSS-TOPIC Competency: Dir-10 Level: 3

Competency Statement: Identify own home and major streets or landmarks on a simplified map. ("I live on 22nd Street.")

Sources: Building Life Skills E, pp. 16-18, 21
The New Arrival, Book I, p. 51 (student-drawn map)
Techniques for Effective Communication, p. 28

[Local map]

CROSS-TOPIC Competency: **Dir-11 Level: 4

Competency Statement: Find a place by following simple written directions. (GO TWO BLOCKS. TURN LEFT.)

Sources: Building Life Skills E, pp. 17-18 (map + directions)

CROSS-TOPIC Competency: **Dir-12 Level: 5

Competency Statement: Follow and give multiple-step directions to specific places within a building. ("Go to the second floor and turn right. It's the third door on the left.")

Sources: Building Real Life English Skills, pp. 238-239
Speaking Up at Work, pp. 34-46

CROSS-TOPIC Competency: Dir-13 Level: 6

Competency Statement: Use a map to find a place.

Sources: Building Life Skills E, pp. 16-20, 28-31
F, pp. 9-15
Building Real Life English Skills, pp. 260-269
English Spoken Here, Getting Started, pp. 70-78
English That Works 1, pp. 99-108, 130
ESL Operations, pp. 82-83
Finding Ourselves - entire book
It's on the Map - entire book
Learning to Use Maps - entire book
Opening Lines, pp. 146, 283 #4
Real to Reel, pp. 37-43, 98-101, 201
Skills for Living, Unit I, pp. 12a-12f
Using Transportation (Follett Coping Skills), pp. 23-28

CROSS-TOPIC Competency: Dir-14 Level: 6

Competency Statement: Give specific instructions in person to a place which is marked clearly on a map. ("Go north three blocks. Turn right on 10th Street. The Post Office is on the left.")

Sources: English Spoken Here, Getting Started, pp. 70-77
Life in the U. S, Exercise Book, p. 95
English That Works 1, pp. 106-108, 115-126
A New Start, Student's Book, pp. 99-100
Teacher's Book, pp. 169-173
Opening Lines, pp. 83, 146 #5
Today, Activity/Reference Book A-1, pp. 48-50
Tune in to English, p. 17

CROSS-TOPIC Competency: **Dir-15 Level: 7

Competency Statement: Write and follow simple directions to a place which are given over the telephone.

Sources: Alice Blows a Fuse, pp. 138-139 (not over phone)
Real to Reel, pp. 99, 101
Skills for Living, Unit I, pp. 12g-12h
Speak English! Text One, p. 74
Today, Activity/Reference Book A-1, pp. 48-50

MONEY

CROSS-TOPIC Competency: **Mon-1 Level: 1

Competency Statement: Identify United States coins and bills by name and value. ("Dime"; "10 cents.")

Sources: Basic English for Adult Competency, pp. 30-32
English Spoken Here, Consumer Information, pp. 4-9, 13
Entry to English, Book 2, pp. 33-36, 38, 49
ESL Modulearn (1-20), pp. (6)1-4
Lifelines I, pp. 21-24
A New Start, Student's Book,. pp. 9-10
Literacy 1, pp. 65-68
Using Money Series, Book I, entire book

CROSS-TOPIC Competency: **Mon-2 Level: 1

Competency Statement: Read prices on tags or signs. ($1.25)

Sources: Action English Pictures, p. 54
Entry to English, Book 2, pp. 45-47, 50
Speaking of Pictures I, pp. 2-3
Techniques for Effective Communication, pp. 12, 31
Using Money Series, Book 2, p. 41-42
Book 3, pp. 28-42, 48-49, 53-54

CROSS-TOPIC Competency: **Mon-3 Level: 1

Competency Statement: Use money correctly to pay the total amount requested orally or in written form at a store, post office, vending machine, etc. ([That's $9.80.])

Sources: Basic English for Adult Competency, pp. 31-32
A Conversation Book I, p. 26
English Spoken Here, Consumer Information, pp. 12, 18
Entry to English, Book 4, p. 25
ESL Operations, p. 78
A New Start, Student's Book, pp. 11-12
Literacy 1, pp. 31-40
Reading for Survival, pp. 4-7
Techniques for Effective Communication, p. 31

CROSS-TOPIC Competency: **Mon-4 Level: 2

Competency Statement: Make or respond to a request for change. ("Do you have change?")

Sources: Discovering English, pp. 82-83
English for Adult Competency I, p. 39
English Spoken Here, Consumer Information, pp. 10-11
Live Action English, p. 62
A New Start, Student's Book, pp. 19-20
Shifting Gears, p. 211
Speak English! Text One, p.4

CROSS-TOPIC Competency: Mon-5 Level: 2

Competency Statement: Make or respond to a request for specific coins. ("Do you have a dime?")

Sources: Everyday English 1 (Alemany), Telephone, p. 7;
2B Telephone, p. 16
Everyday English 2 (NTC), p. 51
Speak English! Text One, p. 4

CROSS-TOPIC Competency: Mon-6 Level: 2

Competency Statement: Read names of coins on coin-operated machines. (NICKLES; DIMES; QUARTERS)

Sources: ESL Modulearn (1-20), pp. (6)1-4
Everyday English 2 (NTC), p. 48
Machine-Age Riddles, pp. 2, #2; 5, #10; 8, #16; 10, #23, 13, #28; 14, #30
Speak English! Text One, p. 4

CROSS-TOPIC Competency: **Mon-7 Level: 3

Competency Statement: When incorrect change is received, identify and request correct amount of change from a purchase. ("Excuse me, my change should be $5.00.")

Sources: Alice Blows a Fuse, pp. 126-127
Discovering English, p. 82
English Spoken Here, Consumer Information, pp. 22-23
Everyday English 2A (Alemany), Food, p. 19
A New Start, Student's Book, p. 50

CROSS-TOPIC Competency: Mon-8 Level: 4

Competency Statement: Report problems in using coin-operated machines. ("I lost a quarter in the machine.")

Sources: Techniques for Effective Communication, p. 31

No Level 5 competencies in Money.

CROSS-TOPIC Competency: Mon-9 Level: 6

Competency Statement: Write information related to personal income on forms, such as employment and training applications.

Sources: Alice Blows a Fuse, pp. 146-147 (income tax)
Beyond the Classroom, p. 18
Building Real Life English Skills, pp. 183-199
A Conversation Book I, p. 92 (credit card application)
A New Start, Student's Book, p. 19 (names of coins)
Literacy 1, pp. 65-66 (names of coins)
Speaking Up at Work, pp. 223-226 (income tax)

PERSONAL IDENTIFICATION

CROSS-TOPIC Competency: **Per-1 Level: I

Competency Statement: Respond to basic questions regarding name, ID/Social Security number; country of origin, address, age, birthdate, and marital status. ([What's your name?] "Sarem Nouan.")

Sources: Basic English for Adult Competency, pp. 2-9, 11-18, 22
A Conversation Book I, pp. 2-3
English for Adult Competency I, pp. 4-7, 12
English Spoken Here, Getting Started, pp. 20-21
Exercise Book, p. 15
English That Works 1, pp. 2-6, 10-11, 13-15, 22
Entry to English, Book 2, pp. 7-9, 11, 14, 21
ESL Modulearn (1-20), pp. (1)2; (2) 2-4
Everyday English, Book 2 (NTC), pp. 31-32
Lifelines I, pp. 1-4
Opening Lines, pp. 27, 31, 35, 106, 108
Speak English! Text One, p. 24
Techniques for Effective Communication, pp. 2-4
Tune in to English, pp. 2-5

CROSS-TOPIC Competency: **Per-2 Level: 1

Competency Statement: Indicate which of own names are first, last, and middle. [What's your last name?] "Tran.")

Sources: Basic English for Adult Competency, pp. 2-4
English for Adult Competency I, p. 4
English for Your First Job, pp. 27-28
English That Works 1, pp. 2-6
Entry to English, Book 2, pp. 8-9
ESL Modulearn (1-20), (1) 3-6
Jazz Chants, p. 45
A New Start, Student's Book, p. 3
Literacy 1, pp. 13-17
Literacy 2, pp. 15-17
Opening Lines, p. 106
Techniques for Effective Communication, pp. 2-3

CROSS-TOPIC Competency: **Per-3 Level: 1

Competency Statement: Spell, read, and print own name.

Sources: English for Your First Job, pp. 27-28
English Spoken Here, Getting Started, pp. 18-19
English That Works 1, pp. 3-6
Entry to English, Book 2, pp. 7-8
ESL Modulearn (1-20), p. (1) 6
A New Life, A New Job, Level 1 & 2 Student's Pages 1-6
New Start, Student's Book, p. 3
Literacy 1, pp. 13-17
Literacy 2, pp. 15-17
Opening Lines, p. 108
Real to Reel, pp. 3-7
Speaking Up at Work, p. 11
Techniques for Effective Communication, pp. 2-3

CROSS-TOPIC Competency: **Per-4 Level: 1

Competency Statement: Copy basic personal information, including name (first and last), ID/Social Security number, address, and age on a simplified form.

Sources: Basic English for Adult Competency, pp. 2-9, 11-18
English for Adult Competency I, pp. 7-8, 22
English Spoken Here, Getting Started, p. 22
English That Works 1, pp. 4-6, 13-15
Entry to English, Book 2, pp. 16-17
ESL Modulearn, (1-20), pp. (5) 4
A New Life, A New Job, Level 1 & 2 Student's Pages 4-5
A New Start, Student's Book, pp. 5, 15, 70
Literacy Book 1, pp. 26-28, 54-60
Literacy Book 2, p. 15
Opening Lines, p. 108
Speaking Up at Work, pp. 11-13
Techniques for Effective Communication, p. 2

CROSS-TOPIC Competency: **Per-5 Level: 1

Competency Statement: Present identification upon request. ([Can I see some identification?])

Sources: Basic English for Adult Competency, p. 21
Opening Lines, p. 106

CROSS-TOPIC Competency: Per-6 Level: 1

Competency Statement: State ability to speak a language other than English. ("I speak Lao.")

Sources: Opening Lines, pp. 28, 31
Tune in to English, pp. 1-5

CROSS-TOPIC Competency: **Per-7 Level: 2

Competency Statement: Write and read basic personal information including name, relationship, and age of family members.

Sources: Basic English for Adult Competency, pp. 19-20
A Conversation Book I, pp. 33-35
English That Works 1, p. 21
Entry to English, Book 3, pp. 57-58
ESL Modulearn (1-20), pp. (10)1-4
Everyday English 2 (NTC), pp. 17-30
A New Start, Student's Book, pp. 130-131
Literacy 2, pp. 91-95
Opening Lines, pp. 37-38, 106
Tune in to English, pp. 10-12

CROSS-TOPIC Competency: **Per-8 Level: 2

Competency Statement: Respond to questions about own ethnic group. ([Are you Hmong?] "Yes.")

Sources: Opening Lines, p. 27

CROSS-TOPIC Competency: **Per-9 Level: 2

Competency Statement: Spell own name, country of origin, and address when requested.

Sources: Basic English for Adult Competency, pp. 2-11
English That Works 1, p. 8
Real to Reel, p. 6

CROSS-TOPIC Competency: **Per-10 Level: 2

Competency Statement: Respond to questions about own ability to speak, read, and write English and any other language. ([Which languages do you know?] "I can speak Assyrian and Arabic.")

Sources: Everyday English 2A (Alemany), School, p.6
Opening Lines, p. 28
Real to Reel, p. 7
Techniques for Effective Communication, p. 4
Tune in to English, pp. 1-5

CROSS-TOPIC Competency: **Per-11 Level: 2

Competency Statement: State the number of years of previous education or study of English. ([How many years did you go to school?] "Eight.")

Sources: Speaking Up at Work, p. 11

CROSS-TOPIC Competency: Per-12 Level: 2

Competency Statement: Give the names of familiar people. ([Who is your sponsor?] "Mr. John Doe.")

Sources: Entry to English, Book 2, pp. 20, 22
Opening Lines, p. 106
Techniques for Effective Communication, p. 2

CROSS-TOPIC Competency: **Per-13 Level: 3

Competency Statement: Fill out a simple form, including name, address, age, signature, country of origin, birthplace, marital status, sex, title (Mr., Mrs., Ms.), citizenship, and maiden name.

Sources: Applying for a Job (CAP), p. 10
A Conversation Book I, p. 38
English That Works 1, pp. 5-6, 9-11, 29-32
Entry to English, Book 2, pp. 7, 10-11, 16, 18, 22, 24
A New Start, Student's Book, p. 70
  Literacy 2, pp. 31-44
Opening Lines, pp. 390-393
Real to Reel, pp. 3-6
Techniques for Effective Communication, pp. 2, 17, 27

CROSS-TOPIC Competency: **Per-14 Level: 3

Competency Statement: State or write the name, relationship, and age of family members.

Sources: A Conversation Book I, pp. 33-35
Everyday English 2 (NTC), pp. 17-26
Opening Lines, pp. 34-38, 106

CROSS-TOPIC Competency: **Per-15 Level: 3

Competency Statement: State or write own physical characteristics, including height, weight, color of hair, eyes.

Sources: A Conversation Book I, p. 4
Entry to English, Book 2, pp. 15-16, 24
Everyday English 2B (Alemany), Health, p. 20
Jazz Chants, p. 23
Opening Lines, p. 37
Techniques for Effective Communication, p. 4

CROSS-TOPIC Competency: Per-16 Level: 3

Competency Statement: Provide information about a sponsor, including the name, agency, and contact person, address, and telephone number. ("My sponsor is USCC.")

Sources: Entry to English, Book 2, p. 22 (name, address, phone)
Opening Lines, p. 106

There are no competencies for Personal Identification at Levels 4 and 5.

CROSS-TOPIC Competency: **Per-17 Level: 6

Competency Statement: Describe self and members of immediate and extended family, giving specific details about background.

Sources: A Conversation Book I, pp. 33-35
Everyday English 2 (NTC), pp. 17-26
Opening Lines, pp. 34-35

CROSS-TOPIC Competency: **Per-18 Level: 7

Competency Statement: Fill out a variety of forms, including - but not limited to - credit applications, tax forms, medical forms, and school registration forms.

Sources: Building Real Life English Skills, pp. 158-171
Buying a House, The Money Series - entire booklet
A Conversation Book I, p. 127
Filling Out Forms (1986), pp. 18, 41, 44, 56-67, 74
Opening Lines, pp. 390-394
Read the Instructions First, pp. 54-55 (unemployment insurance)
Today, Activity/Reference Book A-2, pp. 1-3
A Writing Book: English in Everyday Life, pp. 74, 109-110, 138, 140, (and others)

SOCIAL LANGUAGE

CROSS-TOPIC Competency: **Soc-1 Level: 1

Competency Statement: Introduce oneself using simple language. ("I'm Sarem.")

Sources: A Conversation Book I, pp. 2-3
English for Adult Competency I, p. 4
English for Your First Job, p. 27
ESL Modulearn (1-20), pp. (1)2-5
English Spoken Here, Getting Started, pp. 4-6,
Exercise Book, pp. 16-17, 19
Lifelines 1, pp. 1-4
A New Start, Student's Book, p. 2
Opening Lines, pp. 17-22, 26-27
Techniques for Effective Communication, p. 2
Tune in to English, pp. 2-4

CROSS-TOPIC Competency: **Soc-2 Level: 1

Competency Statement: Give and respond to simple greetings and farewells. ([Hello. How are you?] "Fine, thanks. And you?")

Sources: English for Adult Competency I, p. 3
English Spoken Here, Getting Started, pp. 4-7, 16-17
ESL Modulearn (1-20), pp. (1)2; (5)2
Face to Face, pp. 14-26 (teacher resource)
First Steps in Reading and Writing, pp. 2, 4, 24, 32, 126
Lifelines I, pp. 5-9
A New Start, Student's Book, p. 1
Opening Lines, pp. 16-17, 226
Speak English! Text One, p. 19
Speaking of Pictures 1, pp. 59-60
Speaking Up at Work, pp. 1-9

CROSS-TOPIC Competency: **Soc-3 Level: 1

Competency Statement: Excuse oneself politely. ("Excuse me.")

Sources: English for Adult Competency I, p. 32
Everyday English 1 (Alemany), Transportation, p. 1
First Steps in Reading and Writing, p. 100
Lifelines I, p. 21
Look Again Pictures, pp. 10-11, 22-23, 27-29
A New Start, Student's Book, p. 46
Opening Lines, pp. 19, 271
Speak English! Text One, p. 56
Speaking Up at Work, pp. 116-119

CROSS-TOPIC Competency: Soc-4 Level: 1

Competency Statement: State weather conditions in simple terms. ("It's cold.")

Sources: Basic English for Adult Competency, p. 26
ESL Modulearn (1-20), pp. (16)6-7
Vol. 2, pp. (24)1, (31)1
Everyday English 1 (NTC), p. 16
First Steps in Reading and Writing, pp. 102, 124
The New Arrival, Book I, pp. 67-75

CROSS-TOPIC Competency: **Soc-5 Level: 2

Competency Statement: Answer simple questions about personal background and family. ([How many children do you have?] "Three.")

Sources: Basic English for Adult Competency, pp. 19-20
English for Adult Competency I, pp. 11-14
English for Your First Job, p. 121
English Spoken Here, Getting Started, pp. 12-13
Entry to English, Book 2, p. 20
ESL Modulearn (1-20), pp. (5)2; (12)5-7
First Steps in Reading and Writing, pp. 62, 96
The New Arrival, Book 1, pp. 7-10
Opening Lines, pp. 35-38
Speaking Up at Work, pp. 55-61

CROSS-TOPIC Competency: **Soc-6 Level: 2

Competency Statement: State likes and dislikes using simple language. ("I like tea.")

Sources: Basic English for Adult Competency, p. 34
English That Works 1, pp. 38-41
ESL Modulearn (1-20), pp. (15)2-4, 7
Everyday English 2A (Alemany), School, p. 18
First Steps in Reading and Writing, pp. 88, 90, 150
Jazz Chants, p. 39
Lifelines 2, pp. 3-4
The New Arrival, Book I, pp. 33, 35-36, 41-44
A New Start, Teacher's Book, p. 30
Student's Book, p. 71
Opening Lines, pp. 44, 227, 271
Practical Vocabulary Builder #26 (sports), #28 (leisure activities)
Speak English! Text One, pp. 27, 59
Techniques for Effective Communication, pp. 3-4
Tune in to English, pp. 22-25

CROSS-TOPIC Competency: **Soc-7 Level: 2

Competency Statement: Respond to simple questions about daily activities and weekly routines. ([What time do you stop working?] "5:00.")

Sources: Action English Pictures, pp. 3-16
English Spoken Here, Getting Started, Exercise Book, p. 71
English That Works 1, pp. 42-43
ESL Modulearn, Vol. 2, pp. (33)5-8
Everyday English 2B (Alemany), Employment, p. 17
A New Start, Student's Book, pp. 68, 81-84
Speak English! Text One, p. 38

CROSS-TOPIC Competency: **Soc-8 Level: 2

Competency Statement: State general feelings in simple terms. ("I'm tired"; "I'm sad.")

Sources: Action English Pictures, pp. 6-7
Basic English for Adult Competency, p. 25
A Conversation Book I, p. 5
English for Adult Competency I, pp. 9-10
ESL Modulearn, Vol, 2, pp. (24)1-4
First Steps in Reading and Writing, pp. 12, 70, 72, 106
Jazz Chants, p. 53
The New Arrival, Book I, pp. 21, 25
Opening Lines, p. 226, 255
Practical Vocabulary Builder, #29
Tune in to English, pp. 26-29

CROSS-TOPIC Competency: **Soc-9 Level: 2

Competency Statement: Respond to common gestures such as handshaking, headshaking to indicate yes/no, beckoning, etc.

Sources: Face to Face, pp. v-xvii (teacher resource only)
Working With Others (CAP), pp. 15-17

CROSS-TOPIC Competency: **Soc-10 Level: 2

Competency Statement: Initiate and respond appropriately to a variety of greetings and farewells in simple terms. ([Have a nice day.) "Thanks. You too.")

Sources: English Spoken Here, Getting Started, pp. 4-7, 16-17
Face to Face, pp. 14-26 (teacher resource only)
Jazz Chants, p. 27
Opening Lines, pp. 16-17
Speaking of Pictures 1, pp. 59-60, 71-72

CROSS-TOPIC Competency: Soc-11 Level: 2

Competency Statement: Introduce family, friends, and co-workers using simple language. ("This is Somsy.")

Sources: English for Adult Competency I, pp. 3, 14
English Spoken Here, Getting Started, pp. 5-7, 17
Lifelines 1, pp. 1-4
Lifelines 2, p. 1
A New Start, Student's Book, p. 2
Opening Lines, pp. 16-17, 226
Speak English! Text One, pp. 17, 65
Speaking of Pictures I, pp. 61-64
Techniques for Effective Communication, p. 2

CROSS-TOPIC Competency: Soc-12 Level: 2

State food and drink preferences in social conversations, using simple language. ([Do you want coffee?] " No, tea, please.")

Sources: A New Start, Teacher's Book, p. 30
Opening Lines, p. 227

CROSS-TOPIC Competency: Soc-13 Level: 2

Competency Statement: Respond to simple questions about another person's name and background. ([Who's that?] "Ly." [Where's she from?] "Vietnam.")

Sources: ESL Modulearn (1-20), pp. (3)7-8; (4)5-7
English Spoken Here, Getting Started, pp. 9, 13
English That Works 1, pp. 8-9
Everyday English 1 (Alemany), Housing, p. 13;
Post Office, p. 10; School, pp. 2-3
Lifelines I, pp. 1-4
Opening Lines, pp. 26-27
Speak English! Text One, pp. 5-6

CROSS-TOPIC Competency: Soc-14 Level: 2

Competency Statement: Ask for assistance in simple terms. ("Can you help me?")

Sources: English Spoken Here, Getting Started, p. 67
Shifting Gears, p. 68

CROSS-TOPIC Competency: Soc-15 Level: 2

Competency Statement: Thank someone for help or for a gift in simple terms. ("Thank you.")

Sources: Everyday English 1 (Alemany), Clothes, p.4 (for compliments)
Live Action English, p. 22
Opening Lines, p. 258 #1
Shifting Gears, p. 193
Speaking of Pictures 1, pp. 19-20
Speaking Up at Work, pp. 116-119

CROSS-TOPIC Competency: **Soc-16 Level: 3

Competency Statement: Ask simple questions about daily activities and weekly routines. ("Do you work on Saturdays?")

Sources: Action English Pictures, pp. 3-16, 46-48, 86-87
A Conversation Book I, pp. 31-32, 44-45, 172-173
English for Your First Job, pp. 79-85, 88-90 (shifts), 94-96
ESL Modulearn, Vol. 2, pp. (21)1-8
Jazz Chants, p. 71
The New Arrival, Book 2, pp. 49-51

CROSS-TOPIC Competency: **Soc-17 Level: 3

Competency Statement: Make and respond to invitations and offers in person using simple language. ([Do you want a ride home?] "Yes, thank you.")

Sources: English for Adult Competency I, p. 27
English Spoken Here, Getting Started, pp. 44-47
Exercise Book, p. 37
Everyday English 2A (Alemany), Food, p. 15; Post Office, p.6
Everyday English 4 (NTC), p. 11
Jazz Chants, p. 37
The New Arrival, Book 2, pp. 83-87
Opening Lines, p. 254 (on telephone)
Real to Reel, p. 33
Speak English! Text One, p. 57

CROSS-TOPIC Competency: **Soc-18 Level: 3

Competency Statement: Ask permission to use or do something. ("Can I smoke here?")

Sources: English Spoken Here, Life in the U.S., pp. 83-85
First Steps in Reading and Writing, p. 148
Opening Lines, pp. 116, 120

CROSS-TOPIC Competency: **Soc-19 Level: 3

Competency Statement: Give simple compliments about food, clothing, or housing. ("I like your watch.")

Sources: Discovering English, p. 76
Opening Lines, pp. 255, 258 #3, #5
Speaking of Pictures 1, pp. 15-18
Speaking of Pictures 2, p. 10

CROSS-TOPIC Competency: Soc-20 Level: 3

Competency Statement: Ask simple questions about another person's name and background. ("Who's that?" [Tran.] "Where's he from?" [Vietnam.])

Sources: English Spoken Here, Getting Started, pp. 8-13
Opening Lines, pp. 26-27

CROSS-TOPIC Competency: Soc-21 Level: 3

Competency Statement: Identify major United States holidays. ("New Year's Day"; "Thanksgiving"; etc.)

Sources: Action English Pictures, pp. 67-76
Beyond the Classroom, p. 147
Everyday English 4 (NTC), pp. 72-73
The New Arrival, Book I, pp. 78-80 (April Fools')
The Vocabulary Builder, #31

CROSS-TOPIC Competency: **Soc-22 Level: 4

Competency Statement: Give basic information about the journey from the native country to the United States. ("I went by boat to Indonesia. I stayed in a refugee camp for two years.")

Sources: A Conversation Book I, p. 113
The New Arrival, Book I, pp. 21-27
Opening Lines, p. 227
Speaking Up at Work, pp. 201-203, 205-208

CROSS-TOPIC Competency: Soc-23 Level: 4

Competency Statement: Suggest appropriate clothing/activities based on the weather. ("It's very cold. You should wear a hat.")

Sources: Action English Pictures, pp. 101-109
Building Life Skills F, p. 6
A Conversation Book I, pp. 71-75, 132
Everyday English I (NTC), pp. 19, 48-57
Jazz Chants, p. 67
The New Arrival, Book 2, pp. 64-67
Your Daily Paper, pp. 36-37 (weather forecasts)

CROSS-TOPIC Competency: Soc-24 Level: 4

Competency Statement: Talk about personal interests, recreation, or hobbies. ("I like to cook.")

Sources: Action English Pictures, pp. 10, 56, 77-80, 94
ESL Modulearn, Vol. 2, pp. (21)2-8; (23)5
Everyday English 4 (NTC), pp. 32-36 (sports pictures)
Jazz Chants, p. 59
Lifelines 2, pp. 8-9
Practical Vocabulary Builder, #25, 26, 28, 32
Techniques for Effective Communication, pp. 3-4
The Vocabulary Builder, #12

CROSS-TOPIC Competency: Soc-25 Level: 4

Competency Statement: Ask for information about some common practices on major American holidays in simple terms. ("What do people do on Thanksgiving?")

Sources: Action English Pictures, pp. 67-76
A Conversation Book I, pp. 64-68
Everyday English 4 (NTC), pp. 72-91
Live Action English, pp. 65-66

CROSS-TOPIC Competency: Soc-26 Level: 4

Competency Statement: Thank someone for help or for a gift in a variety of ways. ("Thank you for the gift. It's very nice.")

Sources: Opening Lines, p. 255

CROSS-TOPIC Competency: **Soc-27 Level: 5

Competency Statement: Respond to and ask questions about personal background, weekend plans, recent experiences, weather, traffic, etc. ("What are you going to do this weekend? I'm going to a soccer game.")

Sources: Discovering English, pp. 74, 84-85, 100, 112
English for Your First Job, pp. 99-101
ESL Modulearn, Vol. 2, pp. (23)5-8; (26)1-4, 6-8;
(28)1-4; (30)1-5
Jazz Chants, p. 65
Lifelines 2, pp. 5-9
Look Again Pictures, pp. 23-25
A New Start, Student's Book, pp. 134-137
Teacher`s Book, 225-226
A New Life, A New Job, Level 3 Student's Pages 31-32
Opening Lines, pp. 27, 264
Speaking Up at Work, pp. 133-143, 159-164, 177-185
Tune in to English, pp. 62-65

CROSS-TOPIC Competency: **Soc-28 Level: 5

Competency Statement: Answer questions about differences between the native country and the United States in simple terms. ("In this country, my wife works. I take care of my children.")

Sources: Beyond the Classroom, pp. 148-151
A Conversation Book I, pp. 51, 54-55
Everyday English 2A (Alemany), School, pp. 9, 11, 21
The New Arrival, Book I, pp. 61-66 (medical practices);
70 (weather); 86-90 (marriage customs)
Book 2, pp. 6-9, 15, 18-19
A New Life, A New Job, Level 2 Student's Pages 43-44
Level 3 Student's Pages 61, 94
Opening Lines, p. 258 #6
Read English! pp. 9, 24-25
See How It's Made Series: The Loaf of Bread, The House, Palm Oil, The Rice Farmer, Rubber

CROSS-TOPIC Competency: **Soc-29 Level: 5

Competency Statement: Ask about the appropriateness of actions according to customs/culture in the United States. ("Is it all right to wear my shoes in the house?")

Sources: Alice Blows a Fuse, pp. 90-91, 182-183, 194-195
English Spoken Here, Life in the US, p. 85

CROSS-TOPIC Competency: **Soc-30 Level: 5

Competency Statement: Ask for or offer assistance. ("I'm going to the supermarket. Can I get anything for you?")

Sources: Alice Blows a Fuse, pp. 166-167
Discovering English, p. 98
English Spoken Here, Life in the US, pp. 80-82
Everyday English 2A (Alemany), Post Office, pp. 17-18
Opening Lines, p. 86

CROSS-TOPIC Competency: **Soc-31 Level: 5

Competency Statement: Request advice about resolving personal problems. ("I had an accident. What should I do?")

Sources: Alice Blows a Fuse, pp. 14-15, 58-59, 66-67, 130-131, 190-191
English Spoken Here, Health and Safety, pp. 18-19
Life in the US, pp. 130-132, 136-137
Everyday English 4 (NTC), pp. 13-14
Opening Lines, pp. 262, 267 #1, #3

[Advice columns in newspapers, such as "Dear Abby"]

CROSS-TOPIC Competency: Soc-32 Level: 5

Competency Statement: Identify others by description and location rather than by name. ("The woman with the long hair and brown skirt"; "The man on the left.")

Sources: Beyond the Classroom, pp. 112-113
English That Works 1, pp. 77-78
ESL Modulearn, Vol. 2, p. (32)5
A New Start, Teacher's Book, pp. 212-219
A New Life, A New Job, Level 3 Student's Page 145
Opening Lines, pp. 236, 264
Real to Reel, pp. 66-70

CROSS-TOPIC Competency: Soc-33 Level: 5

Competency Statement: Decline an invitation or postpone a social engagement. ("I'm sorry. I'm busy tomorrow. Can we go shopping next Saturday?")

Sources: Alice Blows a Fuse, pp. 190-191
Beyond the Classroom, pp. 140-142
English Spoken Here, Getting Started, pp. 44-47
English Spoken Here, Life in the US, p. 98
Everyday English 2A (Alemany), School, p. 19
Opening Lines, p. 254
Real to Reel, p. 33

There are no competencies for Social Language at Level 6.

CROSS-TOPIC Competency: **Soc - 34 Level: 7

Competency Statement: Initiate and maintain a conversation about movies, TV shows, sports events, and speakers/formal talks on most non-technical subjects.

Sources: A Conversation Book I, pp. 150-168
A New Start, Teacher's Book, pp. 225-226
Real to Reel, pp. 34-36
Speaking Up at Work, pp. 227-233

CROSS-TOPIC Competency: Soc-35 Level: 7

Competency Statement: Order a meal from a menu in a restaurant.

Sources: Action English Pictures, p. 56
Alice Blows a Fuse, pp. 74-75
Building Life Skills E, pp. 40-45
A Conversation Book I, p. 160
English for Adult Competency I, pp. 40-43
Engish Spoken Here, Life in the US, pp. 107-109
Exercise Book, p. 67
Everyday English 3 (NTC), pp. 84-85
Live Action English, p. 21
Lifelines I, pp. 45-49
Look Again Pictures, pp. 6-9
A New Start, Student's Book, p. 78
Real to Reel, pp. 102-108, 111-112, 204
Signs and Labels, pp. 74-75
Tune in to English, pp. 50-53

CROSS-TOPIC Competency: Soc-36 Level: 7

Competency Statement: Respond to and make invitations over the telephone. ("Would you like to go shopping tomorrow?"; "Yes, I would.")

Sources: Beyond the Classroom, p. 147
Discovering English, pp. 106-107
English Spoken Here, Life in the US, pp. 98-99
Opening Lines, p. 254
Speak English! Text One, p. 74
Speaking of Pictures 1, pp. 55-56

CROSS-TOPIC Competency: Soc-37 Level: 7

Competency Statement: Get information about the weather, time, business hours, etc., from most recorded announcements.

Sources: Beyond the Classroom, p. 195

[Local recorded announcements]

CROSS-TOPIC Competency: Soc-38 Level: 7

Competency Statement: Enter into ongoing social conversations on a variety of topics.

Sources: Discovering English, pp. 13, 25, 34, 48, 64, 78, 94, 108, 124, 138
English Spoken Here, Life in the US, pp. 104-106, 130-132, 135, 144-145
ESL Modulearn, Vol. 2, pp. (30)1-4
Opening Lines, pp. 227, 258 #4

TELEPHONE

CROSS-TOPIC Competency: **Tel-1 Level: 1

Competency Statement: Identify the symbol or read the sign for a public telephone. (PHONE; TELEPHONE)

Sources: Entry to English, Book 2, p. 56
Learning Functional Words, p. 29

CROSS-TOPIC Competency: **Tel-2 Level: 1

Competency Statement: Read and be able to dial a limited list of telephone numbers, such as those for a school, sponsor, or emergency. (911)

Sources: Basic English for Adult Competency, pp. 45, 47-48
English for Adult Competency I, pp. 63-64
English Spoken Here, Getting Started, Exercise Book, p. 22
Entry to English, Book 2, p. 54
Everyday English 2B (Alemany), Telephone, p. 7
ESL Operations, p. 66
A New Start, Student's Book, p. 102
Opening Lines, pp. 235-240
Speak English! Text One, pp. 2-3, 8
Using the Telephone (Richards), p. 2

CROSS-TOPIC Competency: **Tel-3 Level: 1

Competency Statement: Identify oneself on the telephone when answering and when calling. ("This is Tran.")

Sources: English For Adult Competency I, p. 20
English Spoken Here, Getting Started, pp. 32-35
Lifelines I, pp. 91-94
Opening Lines, p. 97
Tune in to English, pp. 34-35

CROSS-TOPIC Competency: **Tel-4 Level: 1

Competency Statement: Request to speak to someone on the telephone. ("Tran, please.")

Sources: English Spoken Here, Getting Started, pp. 32-35
Everyday English 1 (Alemany), Telephone, p. 6
Lifelines I, pp. 91-94
The New Arrival, Book 2, pp. 18-19, 21
Opening Lines, p. 97
Tune in to English, pp. 34-36

CROSS-TOPIC Competency: **Tel-5 Level: 2

Competency Statement: Ask for someone on the telephone. ("Is Tran there?")

Sources: A Conversation Book I, p. 100
English for Adult Competency I, p. 20
English Spoken Here, Getting Started, pp. 32-35
Everyday English 1 (Alemany), Telephone, p. 6
Lifelines I, pp. 91-94
Opening Lines, p. 97
Speak English! Text One, pp. 6-7, 36
Tune in to English, pp. 34-36

CROSS-TOPIC Competency: **Tel-6 Level: 2

Competency Statement: Respond to a simple request to "hold" on the telephone. ([Please hold.])

Sources: English Spoken Here, Getting Started, pp. 39-41
Lifelines I, pp. 91-94
Opening Lines, p. 99

There are no competencies for Telephone at Level 3.

CROSS-TOPIC Competency: **Tel-7 Level: 4

Competency Statement: When answering the telephone, locate the person requested or indicate that the person is not there, and take the name and telephone number of the caller when necessary. ("Yohanis isn't here.")

Sources: A Conversation Book I, p. 100
English for Adult Competency I, p. 20
English Spoken Here, Getting Started, pp. 39-42
English That Works 1, pp. 16-17
Lifelines I, pp. 91-94
Lifelines II, pp. 91-94
Opening Lines, p. 97
Speak English! Text One, p. 36
Speaking Up at Work, pp. 219-221

CROSS-TOPIC Competency: **Tel-8 Level: 4

Competency Statement: Respond appropriately when making or receiving a wrong number call. ("I'm sorry you have the wrong number.")

Sources: Beyond the Classroom, pp. 193-194
A Conversation Book I, p. 100
ESL Modulearn, Vol. 2, pp. (34)6-7
Everyday English 2B (Alemany), Telephone, p. 18
First Steps in Reading and Writing, p. 152
A New Start, Student's Book, p. 47
Opening Lines, p. 97
Speak English! Text One, pp. 6-7
Tune in to English, pp. 34-36

CROSS-TOPIC Competency: Tel-9 Level: 4

Competency Statement: Make a long-distance call by direct dialing, or with the help of an operator.

Sources: Everyday English 2B (Alemany), Telephone, pp. 4-5
Lifelines I, pp. 91-99
Opening Lines, p. 98
Read the Instructions First, pp. 38-39
Reading for Survival, p. 66
Real to Reel, pp. 8-11
Usirg the Telephone (Richards), pp. 12, 21, 41-46

CROSS-TOPIC Competency: **Tel-10 Level: 5

Competency Statement: Take a short telephone message. ("Dr. Smith called. Call him back at 10:00.")

Sources: Building Real Life English Skills, pp. 152-157
A Conversation Book I, p. 100
English for Adult Competency I, p. 20
Lifelines 2, pp. 91-94
Real to Reel, pp. 24-29, 200
Speak English! Text One, p. 36
Speaking Up at Work, pp. 219-221

CROSS-TOPIC Competency: **Tel-11 Level: 5

Competency Statement: Leave a short message. ("This is Tran. I'll call back at 9:00.")

Sources: A Conversation Book I, p. 100
English for Adult Competency I, p. 20
Lifelines 2, pp. 91-94
A New Life, A New Job, Level 3 Student's Page 123
Real to Reel, pp. 24-29, 200
Speaking Up at Work, pp. 219-221

CROSS-TOPIC Competency: **Tel-12 Level: 5

Competency Statement: Use the telephone book to find telephone numbers.

Sources: Beyond the Classroom, p. 195
English for Adult Competency II, pp. 182-183
Entry to English, Book 4, pp. 6-8
Everyday English 2B (Alemany), Telephone, p. 8
Real to Reel, pp. 8-10
Speak English! Text One, p. 8
Using the Telephone (Richards), pp. 7-11

[Local telephone book]

CROSS-TOPIC Competency: Tel-13 Level: 5

Competency Statement: Use the telephone book or call the information operator to get area codes, long distance rates, or telephone numbers not listed in the directory.

Sources: Alice Blows a Fuse, pp. 150-151
Beyond the Classroom, p. 195
Discovering English, p. 63
ESL Modulearn, Vol. 2, p. (34)6
English Spoken Here, Getting Started, pp. 37-38
ESL Modulearn, Vol. 2, p. (34)6
Everyday English 1 (Alemany), Telephone, p. 12
Everyday English 4 (NTC), pp. 44-45, 49-50
Let's Look It Up, pp. 46-47
A New Life, A New Job, Level 3 Student's Page 123
A New Start, Student's Book, p. 35
Opening Lines, p. 98
Reading for Survival, p. 66
Real to Reel, pp. 8-13, 199
Speak English! Text One, pp. 10, 42
Using the Telephone (Richards), pp. 16-17

[Local telephone book]

CROSS-TOPIC Competency: Tel-14 Level: 5

Competency Statement: Respond appropriately to recorded messages and instructions. ([At the sound of the tone, leave your name and number.] "This is Tran. Please call me. My number is ...")

Sources: Opening Lines, p. 99

CROSS-TOPIC Competency: Tel-15 Level: 6

Competency Statement: Use the yellow pages of the telephone book to find specific types of businesses, products, and services.

Sources: Building Life Skills E, pp. 4-8
Building Real Life English Skills, pp. 232-233, 241-246
Let's Look It Up, pp. 48-49
Lifelines 2, pp. 95-99
Using the Telephone (Richards), pp. 31-38, 55-56

[Local yellow pages]

CROSS-TOPIC Competency: Tel-16 Level: 6

Competency Statement: Make and receive collect and person-to-person, operator-assisted calls.

Sources: Beyond the Classroom, p. 199
Everyday English 2B (Alemany), Telephone, pp. 12, 14
Using the Telephone (Richards), pp. 41-46

CROSS-TOPIC Competency: **Tel-17 Level: 7

Competency Statement: Use the telephone to make routine social plans.

Sources: Opening Lines, p. 132

CROSS-TOPIC Competency: **Tel-18 Level: 7

Competency Statement: Use the telephone to obtain detailed information about products, services, and entertainment.

Sources: ESL Modulearn, Vol. 2, pp. (35)2-4
Finding a Job, pp. 66-68
Real to Reel, pp. 32-33, 200
Using the Telephone (Richards), p. 5

TIME

CROSS-TOPIC Competency: **Tim-1 Level: 1

Competency Statement; Ask and answer basic questions about time, such as: days, current months, yesterday/today/tomorrow. ([What month is it?] "February.")

Sources: A Conversation Book I, pp. 62-63
English for Adult Competency I, pp. 15, 19
English Spoken Here, Getting Started, Exercise Book, pp. 66-69
ESL Modulearn (1-20), p. (5)6
Everyday English 1 (Alemany), Post Office, pp. 12-13
Everyday English 1 (NTC), pp. 5-13
Learning About Time, pp. 41-43
Opening Lines, pp. 84, 132, 249 #5

CROSS-TOPIC Competency: **Tim-2 Level: 1

Competency Statement: Read clock time on the hour and half hour.

Sources: Basic English for Adult Competency, pp. 23-24
Everyday English 2 (NTC), pp. 6-8
ESL Modulearn (1-20), pp. (2)5-8
Learning About Time, pp. 14-16
A New Start, Literacy 2, pp. 24-26
Opening Lines, p. 136, #1, #5

CROSS-TOPIC Competency: **Tim-3 Level: 1

Competency Statement: Read and write digital time on the hour, half hour, and quarter hour. (10:15)

Sources: Basic English for Adult Competency, pp. 41-43, 92
Everyday English 2 (NTC), pp. 10-11
ESL Modulearn (1-20), pp. (5)1-2
Techniques for Effective Communication, pp. 13, 17

CROSS-TOPIC Competency: **Tim-4 Level: 1

Competency Statement: Read the days of the week.

Sources: Basic English for Adult Competency, p. 26
English for Your First Job, pp. 79-81
Entry to English, Book 3, pp. 41-45
ESL Modulearn (1-20), p. (5)6-8
Everyday English 1 (NTC), pp. 5-10
Learning About Time, p. 41
The New Arrival, Book 1, p. 71
A New Start, Student's Book, p. 13
Literacy 1, pp. 41-46
Opening Lines, pp. 132, 249 #5, 258 #7
Speak English! Text One, pp. 20-21

CROSS-TOPIC Competency: **Tim-5 Level: 1

Competency Statement: Identify parts of the day - morning, afternoon, evening, and night.

Sources: A Conversation Book I, p. 29
Entry to English, Book 3, pp. 70-72, 75
ESL Modulearn (1-20), pp. (2)6-8
Everyday English 2 (NTC), pp. 7, 15-16
Opening Lines, p. 96

CROSS-TOPIC Competency: **Tim-6 Level: 2

Competency Statement: Name and read all the days of the week and the months of the year and their abbreviations.

Sources: ESL Modulearn (1-20), pp. (5)6-8; (16)5-8
English Spoken Here, Getting Started, Exercise Book, pp. 68-69
English That Works 1, pp. 132-134
Entry to English, Book 3, pp. 41-54
Everyday English 1 (NTC), pp. 5-8, 10-12 (no abbreviations)
Finding a Job, pp. 84, 95, 99
Learning About Time, pp. 41-43
The New Arrival, Book 1, p. 71
A New Start, Student's Book, p. 13
Literacy 1, pp. 41-53
Opening Lines, p. 249 #5
Reading Schedules, pp. 15-16, 19

CROSS-TOPIC Competency: **Tim-7 Level: 2

Competency Statement: Read and write dates when expressed in numbers, read and write months when expressed in words. (5/10/82; MAY 10, 1982)

Sources: Entry to English, Book 3, pp. 55-56
Learning About Time, p. 45
Opening Lines, p. 102, #2-4
Reading Schedules, pp. 17, 19
Techniques for Effective Communication, p. 13

CROSS-TOPIC Competency: **Tim-8 Level: 2

Competency Statement: Read any time expressed in digital terms. (10:23 A.M.)

Sources: English Spoken Here, Getting Started, Exercise Book, p. 66
Learning About Time, pp. 37-40
A New Start, Student's Book, pp. 63-66
Literacy 2, pp. 20-23
Opening Lines, p. 81

CROSS-TOPIC Competency: Tim-9 Level: 2

Competency Statement: Ask and answer basic questions about days, months, and years. Use a calendar.

Sources: ESL Modulearn (1-20), pp. (19)5-8
English Spoken Here, Getting Started, pp. 108-109
English That Works 1, p. 134
Everyday English 1 (NTC), pp. 8-13

CROSS-TOPIC Competency: **Tim-10 Level: 3

Competency Statement: Ask about and give dates when asked. ([When is your daughter's birthday?] "November 23rd.")

Sources: A Conversation Book I, pp. 176-178
Let's Look It Up, pp. 44-45
Opening Lines, p. 95
Techniques for Effective Communication, p. 3
Today, Activity/Reference Book A-1, pp. 40-41, 60

CROSS-TOPIC Competency: **Tim-11 Level: 3

Competency Statement: Write the date as requested on a variety of forms.

Sources: Today - Activity Reference Book A-1, pp. 39-40

CROSS-TOPIC Competency: Tim-12 Level: 3

Competency Statement: Ask and answer questions using general time phrases. ([When does school start?] "Next Monday." [When did you come to the U.S.?] "Last year.")

Sources: English for Adult Competency I, p. 16
English Spoken Here, Getting Started Exercise Book, pp. 70-71
Everyday English 2 (NTC), pp. 5, 7, 13, 16
The New Arrival, Book 1, p. 71
Techniques for Effective Communication, p. 3
Today - Activity/Reference Book A-1, p. 40

CROSS-TOPIC Competency: Tim-13 Level: 3

Competency Statement: Read and write clock time. (A QUARTER AFTER TEN - 10:15; TWENTY MINUTES TO ELEVEN - 10:40)

Sources: A Conversation Book I, pp. 27-28
English Spoken Here, Getting Started, pp. 106-107;
Exercise Book, pp. 66-67, 89
Entry to English, Book 3, pp. 59-72, 75
Everyday English 2 (NTC), pp. 6-7, 9-15
Learning About Time, pp. 22-23, 32-33
Reading Schedules, pp. 20-21, 25, 33,
(sample schedules: 51, 55, 57, 61)

There are no competencies for Time at Levels 4, 5, 6, and 7.

II. SOURCES

Source: Action English Pictures -
Takahashi & Trauman - Prickel - Alemany

The book consists of picture sequences to be used with beginning ESL students who are either literate or illiterate. The pictures illustrate actions which support the Total Physical Response (TPR) approach to language learning. Each unit includes explicit notes to the teacher. The lessons deal with topics such as Health and Safety, Holidays, School, Weather, etc.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-3	61
**Ban-5	61

COMMUNITY SERVICES	
**CmS-3	31
**CmS-7	44

EMPLOYMENT ON THE JOB	
**EOJ-13	35-40, 42-43, 45-47 (Teacher demonstrates one step at a time.)
**EOJ-16	38, 42-43, 45-47 (Teacher demonstrates one step at a time.)
**EOJ-19	35-39, 42-43, 45-47 (Teacher demonstrates one step at a time.)
**EOJ-20	35-39, 42-43, 45-47 (Teacher breaks into 2 step directions.)
**EOJ-25	30
EOJ-32	10, 30, 38-39, 42-43, 45-47
EOJ-39	80

HEALTH	Page(s)
He-9	19-23
He-10	25
**He-16	19-28
He-20	22-25

SHOPPING	
**Sho-6	54
Sho-25	59

TRANSPORTATION	
Tra-3	63

SOURCE: Action English Pictures (Page 2)

CROSS-TOPIC COMPETENCY

MONEY	Page(s)
**Mon-2	54
SOCIAL LANGUAGE	
**Soc-7	3-16
**Soc-8	6-7
**Soc-16	3-16, 46-48, 86-87
Soc-21	67-76
Soc-23	101-109
Soc-24	10, 56, 77-80, 94
Soc-25	67-76
Soc-35	56

SOURCE: Alice Blows a Fuse -
John & Mary Boyd - Prentice Hall

This text is best with high intermediate to advanced ESL students. Alice undertakes 50 life-skills problem situations. The stories are presented as unordered strip stories which students are to arrange in chronological order. The situations are relevant to the lives of refugees and are frequently humorous and full of useful and natural social language. Low intermediate students could work with the stories if they were first arranged in chronological order.

TOPIC COMPETENCY

BANKING	Page(s)
Ban-10	130-131
COMMUNITY SERVICES	
CmS-13	18-19
CmS-25	174-175, 186-187
**CmS-28	158-159
HEALTH	
He-19	134-135
**He-25	54-55 (Cancelling by phone)
He-35	10-11, 35
HOUSING	
Hou-18	14-15
**Hou-22	62-63, 66-67, 118-119, 198-199
Hou-23	122-123
**Hou-26	114-115
SHOPPING	
Sho-11	2-3
**Sho-20	70-71
Sho-24	94-95

TRANSPORTATION	
**Tra-13	170-171
Tra-18	110-111, 142-143, 154-155
Tra-20	58-59, 86-87, 102-103
Tra-21	78-79
Tra-22	38-39 (in person, not by phone)

SOURCE: Alice Blows a Fuse (Page 2)

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
**Dir-15	138-139 (not telephone)
MONEY	
**Mon-7	126-127
Mon-9	146-147 (income tax)
SOCIAL LANGUAGE	
**Soc-29	90-91, 182-183, 194-195
**Soc-30	166-167
**Soc-31	14-15, 58-59, 66-67 130-131, 190-191
Soc-33	190-191
Soc-35	74-75
TELEPHONE	
Tel-13	150-151

SOURCE: Application Forms -
Piltch - Frank E. Richards Publishing Co.

The lessons are designed to assist people with limited literacy skills to learn how to fill in application forms. The first lesson is a diagnostic check of the student's skill and the last lesson is a post test. The rest of the lessons progress from a form which focuses on one item (NAME), gradually adding items from a typical application until the full application is presented. While it was written for native English speakers, the forms can be used with ESL students as well.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-9	Lesson 18

EMPLOYMENT- FINDING A JOB	
**EFJ-9	Lessons 1-11
**EFJ-21	A, Lessons 13-16, 20

SOURCE: Applying for a Job - CAP -
Munford - Media Materials

This small book is designed for native English speaking adults. The reading level is suitable for some high intermediate to advanced ESL students. The text discusses the importance of and the process for completing applications, resumes and letters of application. The objectives for the students are to actually complete them.

TOPIC COMPETENCY

EMPLOYMENT FINDING A JOB	Page(s)
**EFJ-21	6-21
EFJ-30	28-36
EFJ-31	22-27

CROSS-TOPIC COMPETENCY

PERSONAL IDENTIFICATION	
**Per-13	10

SOURCE: The Bank Book -
Wool - Frank E. Richards Publishing

This book gives information about banking services as well as practice in using those services. It was written for native speakers of English but the exercises which support the MELT Competencies can be used with ESL students with guidance from the teacher.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-5	43-45, 51-58
**Ban-7	11-15, 37-41
**Ban-9	10, 30-31
Ban-10	60

SOURCE: Banking, Follett Coping Skills
Herzog - Follett Publishing

This book requires a fairly high level of English to understand the lessons on checking and savings accounts as it was designed for native speakers of English. Each lesson contains background information, sample forms to complete and exercises to check understanding. There is an answer key so students can check themselves.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-1	16
**Ban-5	22-24
**Ban-7	12-15
**Ban-9	8
Ban-10	27-36

SOURCE: Banking, Budgeting and Employment -
Lennox - Frank E. Richards Publishing Co.

The lessons include brief descriptions of common terminology and procedures in the areas of banking, budgeting, and employment forms. Each unit includes examples of forms, 1) correctly filled out, 2) incorrectly filled out, and 3) forms that are blank so that students may complete them. The text was written for Americans but it can be used effectively with ESL students.

TOPIC COMPETENCY

BANKING	Page(s)
Ban-6	20-21
**Ban-7	11-12, 26-27
Ban-10	16-18

EMPLOYMENT-FINDING A JOB	
**EFJ-15	51-52
**EFJ-21	53-54

SOURCE: Basic English for Adult Competency -
Keltner, Howard & Lee - Prentice Hall

This is a beginning ESL text comsisting mostly of visuals for adults who may not be literate in their native language. The purpose is for students to develop functional language skills to communicate in everyday situations. The visuals provide a clear context for each lesson. The patterns are presented, practiced through total physical response activities, drills and dialogues, and finally applied in role play situations. The books covers nine general topic areas: Identification, Food and Money, Health and Emergiencies, Transportation and Directions, Housing, Clothing, Occupations, and Banking and Postal Services. Eight of the units are identical to units in English for Adult Competencies which facilitates work in a multi-level class.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-1	75-76
**Ban-3	74
Ban-4	77

COMMUNITY SERVICE	
**CmS-4	77

EMPLOYMENT-FINDING A JOB	
**EFJ-1	68-69

HEALTH	
**He-1	25
**He-4	38
**He-5	39-40, 94-95
**He-6	43 (by telephone)
**He-7	44
**He-15	46

SHOPPING	Page(s)
**Sho-1	28, 34
**Sho-2	35, 88-91
**Sho-3	70-72
Sho-4	63-65
**Sho-7	33, 35, 93

TRANSPORTATION	
**Tra-1	54
**Tra-2	53

SOURCE: Basic English for Adult Competency (Page 2)

TOPIC COMPETENCY (continued)

HOUSING

**Hou-1	56-57
Hou-18	58-59

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
**Dir-1	51
**Dir-2	52

MONEY

**Mon-1	30-32
**Mon-3	31-32

PERSONAL IDENTIFICATION

**Per-1	2-9, 11-18, 22
**Per-2	2-4
**Per-4	2-9, 11-18
**Per-5	21
**Per-7	19-20
**Per-9	2-11

SOCIAL LANGUAGE

Soc-4	26
**Soc-5	19-20
**Soc-6	34
**Soc-8	25

TELEPHONE

**Tel-2	45, 47-48

TIME

**Tim-2	23-24
**Tim-3	41-43, 92
**Tim-4	26

SOURCE: Basic Health -
Lobb - Richards Publishing

The focus of this book is on learning how to keep healthy. Areas that are covered include grooming, nutrition, exercise, alcohol and drugs. The text is intended for use with native speakers and requires advanced literacy skills. Each unit begins with a reading passage followed by questions and frequently a puzzle or activity.

TOPIC COMPETENCY

HEALTH	Page(s)
**He-15	81-83
**He-18	81-83
He-20	32-33, 50-54, 57, 59
**He-31	81-82
He-39	81-89

SOURCE: Becoming a Driver -
Giebel and Pogrund - Janus Book Publishers

This book was written for high school or adult students who have low reading ability. A variety of topics related to driving such as licensing, registration, insurance, maintenance and accidents are covered. The chapters deal with the topics via a story-line featuring a group of high school friends who have just acquired their licenses. The book can be used with ESL students who have good reading skills.

TOPIC COMPETENCY

TRANSPORTATION	Page(s)
Tra-16	6-11
Tra-19	30 (Damage report), 63
Tra-21	33-40

SOURCE: Beyond the Classroom -
Cathcart, Stron - Newbury House

This text is designed for intermediate level adult ESL students. It is basically a survival skills text; the lessons are organized around 12 topics such as Money, Looking for an Apartment, Transportation Problems, Applying for a Job, Shopping, etc. Each lesson is divided into 4 parts: oral/conversational; structure/function; listening/response; and application material. This book is an excellent companion to the MELT Competencies; it deals with the grammar structures and it also gives attention to using the competencies in real-life, contact assignments.

TOPIC COMPETENCY

COMMUNITY SERVICES	Page(s)
**CmS-28	15-17
EMPLOYMENT-FINDING A JOB	
**EFJ-11	106, 109, 113
**EFJ-15	110-111
**EFJ-21	105-106
**EFJ-22	115
EFJ-31	114-115, 118-119
HEALTH	
**He-22	57
He-34	65
He-35	55, 61
He-37	59, 87-88
HOUSING	
**Hou-10	201
**Hou-22	202
Hou-23	27
Hou-24	201
Hou-27	24
**Hou-28	24
Hou-29	31

SHOPPING	Page(s)
Sho-16	124-127
**Sho-20	185, 190-191
Sho-24	177, 182
Sho-25	185
Sho-28	151, 154-155 (recipes)
Sho-30	43, 46
TRANSPORTATION	
Tra-10	161
**Tra-13	81, 84-85
**Tra-14	162
Tra-20	69-74

SOURCE: Beyond the Classroom (Page 2)

CROSS TOPIC COMPETENCY

CLARIFICATION	Page(s)
Cla-11	165
Cla-15	166

MONEY	Page(s)
Mon-9	18

SOCIAL LANGUAGE	
Soc-21	147
**Soc-28	148-151
Soc-32	112-113
Soc-33	140-142
Soc-36	147
Soc-37	195

TELEPHONE	
**Tel-8	193-194
**Tel-12	195
Tel-13	195
Tel-16	199

SOURCE: Building Life Skills E & F -
Granowsky & Mumford - Modern Curriculum Press

These two books were written for students in intermediate grades at school. Book E deals with neighborhood and community while Book F involves the rest of the world. Much of what is covered is very appropriate to refugee limited English speakers.

Building Life Skills Book E

TOPIC COMPETENCY

SHOPPING	Page(s)
Sho-22	34-39
Sho-28	46-51

TRANSPORTATION	
Tra-12	22-27

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
**Dir-9	28-33
Dir-10	16-18, 21
**Dir-11	17-18 (map + directions)
Dir-13	16-20, 28-31

TELEPHONE	
Tel-15	4-8

SOCIAL LANGUAGE	Page(s)
Soc-35	40-45

SOURCE: Building Life Skills Book F

TOPIC COMPETENCY

COMMUNITY SERVICES	Page(s)
CmS-11	46-50
CmS-20	46-50
CmS-24	46-51 (Written information)
EMPLOYMENT-ON THE JOB	
**EOJ-26	52-54
SHOPPING	
Sho-21	34-45
Sho-25	16-27
Sho-30	40-45

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
Dir-13	9-15
SOCIAL LANGUAGE	
Soc-23	6

SOURCE: Building Real Life English Skills -
Starkey & Penn - National Textbook Company

This text is designed for adult students and gives practice in eleven different life skills areas. Within each chapter a variety of tasks are offered, from reading maps, schedules and warranties to writing letters and completing forms. The material is taken from actual forms and documents. Depending on the topic area, there is additional practice in communication skills such as asking for information on the phone and answering questions in a job interview. The materials require a fairly high level of English proficiency; for some ESL students it will be necessary to provide some simplified examples or models as an introduction.

TOPIC COMPETENCY

COMMUNITY SERVICES	Page(s)
Cms-20	283
Cms-31	101-109 (letter form) 112-114 (where to get help) 115-119 (telephoning) 119-120 (writing - needs model to be useful to ESL)

EMPLOYMENT-FINDING A JOB	
**EFJ-15	57-63
**EFJ-21	130-140
**EFJ-28	146-152
EFJ-30	121-127
EFJ-31	127-130

HEALTH	
**He-31	7-10
He-39	1-4

HOUSING	
Hou-23	55
Hou-24	288-297

SOURCE: Building Real Life English Skills (Page 2)

TOPIC COMPETENCY

SHOPPING

Sho-22	234-236, 240
Sho-25	11-13
Sho-28	13-19, 29-35 (recipes)
Sho-30	94-100

TRANSPORTATION

**Tra-2	250-259
Tra-12	250-259
**Tra-14	272, 275
Tra-15	270-279
Tra-16	165-166
Tra-17	56

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
**Dir-12	238-239
Dir-13	260-269

MONEY

Mon-9	183-199

PERSONAL IDENTIFICATION

**Per-18	158-171

TELEPHONE

**Tel-10	152-157
Tel-15	232-233, 241-246

SOURCE: Buying a House - The Money Series -
Husak, Pahre and Stewart - Hopewell Books Inc.

This little book is written for beginning readers and concerns what is required to buy a house from figuring how much you can afford to pay, to inspecting a house, to getting a loan.

BANKING	Page(s)
Ban-11	Entire book

PERSONAL IDENTIFICATION	Page(s)
**Per-18	Entire book

SOURCE: Catalog Shopping -
Smith - Frank Richards Publishing Co.

This entire book focuses on learning vocabulary and information necessary to order from a mail-order catalog. It covers areas such as measuring, order forms, postage and charge accounts. ESL students will need literacy skills to use the book.

TOPIC COMPETENCY

COMMUNITY SERVICES	Page(s)
CmS-30	entire book (especially 51-56)

SOURCE: A Conversation Book 1 -
Carver & Fotinos - Prentice Hall

The book is designed for beginning to intermediate level ESL students and focuses on everyday situations that they encounter in the US. The exercises utilize a cross-cultural approach which encourages students to develop an awareness of the cultural values that affect how they feel about this culture.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-7	128
COMMUNITY SERVICE	
**CmS-2	98-99
**CmS-4	102
CmS-9	140-141
CmS-22	102
CmS-25	155-156
CmS-29	96-97
EMPLOYMENT-FINDING A JOB	
EFJ-17	120
**EFJ-21	121-122
**EFJ-23	123
EMPLOYMENT-ON THE JOB	
EOJ-37	124

HEALTH	Page(s)
**He-4	22-25
**He-5	133-134
He-9	138-139
He-13	104
He-21	143
**He-24	135-136
**He-31	57
He-34	137
He-37	131-132
HOUSING	
**Hou-1	46-48
Hou-3	43
Hou-11	101 (on the phone)
Hou-12	42-43
**Hou-22	101
SHOPPING	
Sho-12	84, 86-87, 93
Sho-16	83
Sho-23	90

SOURCE: A Conversation Book 1 (Page 2)

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
Dir-6	105-107

MONEY	
**Mon-3	26
Mon-9	92 (credit card application)

PERSONAL IDENTIFICATION	
**Per-1	2-3
**Per-7	33-35
**Per-13	38
**Per-14	33-35
**Per-15	4
**Per-17	33-35
**Per-18	127

SOCIAL LANGUAGE	
**Soc-1	2-3
**Soc-8	5
**Soc-16	31-32, 44-45, 172-173
**Soc-22	113
Soc-23	71-75, 132
Soc-25	64-68
**Soc-28	51, 54-55
**Soc-34	150-168
Soc-35	160

TELEPHONE	Page(s)
**Tel-5	100
**Tel-7	100
**Tel-8	100
**Tel-10	100
**Tel-11	100

TIME	
**Tim-1	62-63
**Tim-5	29
**Tim-10	176-178
Tim-13	27-28

SOURCE: Discovering English -
Batchelor de Gracia and Nixon - Newbury House

This book was designed for beginning ESL students in open entry programs. It employs a spiraled approach to the material in the 80 self-contained lessons. The lessons are lively, short, and incorporate a variety of different activites.

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
CmS-9	150
CmS-14	66-67

CROSS TOPIC COMPETENCY

MONEY	Page(s)
**Mon-4	82-83
**Mon-7	82

SOCIAL LANGUAGE	
**Soc-19	76
**Soc-27	74, 84-85, 100, 112
**Soc-30	98
Soc-36	106-107
Soc-38	13, 25, 34, 48, 64, 78, 94, 108, 124, 138 (Let's Talk lessons)

TELEPHONE	
Tel-13	63

SOURCE: English for Adult Competency I -
Keltner, Howard, Lee - Prentice-Hall

This text is designed for beginning to low intermediate students and focusses on competencies in nine different areas. The units are not sequenced in order of difficulty, which provides more flexibility for the presentation of the material. The book is designed for adult second language learners to develop their listening and speaking skills. The visuals in each lesson are very clear and are integral to the lessons. The units follow a consistent format which includes competency objectives, a pre- and post-assessment, dialogues, structure and vocabulary practice exercises, reading passages, and supplemental exercises.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-1	145
Ban-2	108, 145
**Ban-3	145
Ban-4	145
**Ban-5	144
**Ban-9	141-143

COMMUNITY SERVICE	
**CmS-2	63-64
**CmS-5	34, 143, 148, 158
CmS-8	157
CmS-20	159-164
CmS-22	165-166
CmS-25	157-158

EMPLOYMENT-FINDING A JOB	
**EFJ-1	6, 123, 137
**EFJ-2	136-137
EFJ-3	136-137
**EFJ-4	136-137
**EFJ-5	7-8
**EFJ-8	136-137
**EFJ-9	135
**EFJ-10	123, 127
**EFJ-11	131
**EFJ-12	131
**EFJ-13	131
**EFJ-15	124-125
EFJ-17	124

EMPLOYMENT-ON THE JOB	Page(s)
**EOJ-6	70-71
**EOJ-9	16-18
EOJ-37	134

HEALTH	
**He-1	51-52, 54
**He-2	52, 54-55
**He-4	53
**He-5	51-52, 54
**He-6	56
**He-7	56
He-10	60
He-12	58
**He-15	60-62
**He-17	62
**He-18	60-62
He-19	60
He-20	60
He-37	59
He-41	166

HOUSING	
**Hou-1	89
Hou-3	88
**Hou-4	93
**Hou-5	63-64
Hou-6	86
Hou-7	85-86
Hou-19	95-96 (pictures)
Hou-23	85, 87
Hou-25	91

SOURCE: English for Adult Competency I (Page 2)

TOPIC COMPETENCY

SHOPPING	Page(s)
**Sho-1	28
**Sho-2	32
Sho-4	105, 109-110
**Sho-6	106
**Sho-7	35
Sho-12	27-28
Sho-13	32, 111
Sho-14	28-31, 35
Sho-16	27-29
Sho-17	108
Sho-18	106
**Sho-20	106
Sho-25	115-116, 118

TRANSPORTATION	Page(s)
**Tra-1	71
**Tra-2	70, 76-77
Tra-3	72
**Tra-4	71
**Tra-6	79
**Tra-7	78
**Tra-9	72
Tra-10	78
Tra-12	76-77, 82

CROSS-TOPIC COMPETENCY

MONEY	Page(s)
**Mon-4	39

PERSONAL IDENTIFICATION	
**Per-1	4-7, 12
**Per-2	4
**Per-4	7-8, 22

SOCIAL LANGUAGE	
**Soc-1	4
**Soc-2	3
**Soc-3	32
**Soc-5	11-14
**Soc-8	9-10
Soc-11	3, 14
**Soc-17	27
Soc-35	40-43

TELEPHONE	Page(s)
Tel-2	63-64
**Tel-3	20
**Tel-5	20
**Tel-7	20
**Tel-11	20

TIME	Page(s)
**Tim-1	15,19
Tim-12	16

SOURCE: English for Adult Competency II -
Keltner, Howard, Lee - Prentice-Hall

This text is designed for adult second language learners who have had at least one year of English instruction. The same nine areas as those in English for Adult Competency I are presented but in greater depth and with more complex grammatical structures and vocabulary. Because the same topics are covered in both books, these texts are very applicable to a multi-level class. Again the units follow a consistent format and may be presented to the class in any sequence depending on the needs of the students.

TOPIC CONPETENCY

BANKING	Page(s)
**Ban-7	155
Ban-11	156-157

COMMUNITY SERVICES	
CmS-15	158, 160, 162
CmS-20	171-174
Cms-21	162
CmS-22	167
CmS-25	172-173
Cms-29	179-180, 182-183

EMPLOYMENT-FINDING A JOB	
**EFJ-16	138-141
EFJ-19	138-140
EFJ-20	140-141
**EFJ-21	143
**EFJ-23	137-141
EFJ-26	142
**EFJ-27	142
**EFJ-28	136-137, 140
EFJ-30	144

HEALTH	Page(s)
He-12	60
He-14	61
**He-16	53-55,57-58
**He-24	58
**He-25	58
He-29	63
**He-31	64, 68
**He-32	63
**He-33	61
He-34	62-63
He-35	53, 58, 61
He-38	62
He-39	64
He-41	71

HOUSING	
**Hou-9	100
**Hou-14	101-102
Hou-17	104-105
Hou-18	105-106
**Hou-20	107
**Hou-22	108
Hou-23	112
**Hou-26	104-106
**Hou-28	101

SHOPPING	
**Sho-6	124
Sho-17	121
Sho-18	

SOURCE: English for Adult Competency II - (Page 2)

TOPIC COMPETENCY

TRANSPORTATION	Page(s)
**Tra-2	88-89
Tra-10	82
**Tra-13	79-80
Tra-15	81
Tra-16	91
Tra-17	92-94
Tra-18	88
Tra-20	83

CROSS-TOPIC COMPETENCY

TELEPHONE	Page(s)
**Tel-12	182-183

SOURCE: English for Your First Job -
Prince and Gage - Refugee Materials Center

This is a beginning level ESL textbook which focusses on preparing semi-literate students for entry level positions primarily in assembly, sorting and cleaning. The lessons deal with work tasks and work language as well as social language. The book was written as part of a funded project in Washington State. It is available through the Refugee Materials Center in Kansas City, Missouri.

TOPIC COMPETENCY

EMPLOYMENT-ON THE JOB	Page(s)
**EOJ-2	48
**EOJ-3	54, 58, 60, 62
**EOJ-5	86-87
**EOJ-6	69-70, 74-77
**EOJ-7	66, 69-70
**EOJ-8	36-40
**EOJ-11	51
**EOJ-13	23, 32, 43
EOJ-15	103-112
**EOJ-16	52
EOJ-18	93
**EOJ-21	54, 58, 60
EOJ-24	14

CROSS-TOPIC COMPETENCY

CLARIFICATION	Page(s)
**Cla-1	38, 40, 79

PERSONAL IDENTIFICATION	
**Per-2	27-28
**Per-3	27-28

SOCIAL LANGUAGE	Page(s)
**Soc-1	27
**Soc-5	121
**Soc-16	79-85, 88-90 (shifts) 94-96
**Soc-27	99-101

TIME	
**Tim-4	79-81

SOURCE: ESL Modulearn - A New Approach to the Twenty-First Century - Iwatake, et al. - Delta Systems Company and Modulearn Inc.

This set of materials was developed for beginning level Asian students on the West Coast and has been used with numerous refugee programs since 1975. The program consists of thirteen different volumes, but this bibliography includes references to three of them.

The lessons are situational and are structurally sequenced. Each lesson includes a beginning dialogue, a controlled conversation, reading and writing practice, as well as pronunication practice and listening comprehension. The pages are numbered for each lesson; in other words, the pages in lesson 5 are (5) 1 through (5) 8; lesson 6 has pages (6) 1 through (6) 8 and so on.

ESL Modulearn Lessons 1-20 - This volume contains student worksheets for the first 20 lessons of the program. A set of visuals and a Teacher Manual to accompany these lessons are very useful.

TOPIC COMPETENCY

COMMUNITY SERVICES	Page(s)	SHOPPING	Page(s)
**CmS-4	(19) 1-4	**Sho-2	(6) 2-4, 8, (17) 7
		Sho-4	(16) 3
		Sho-15	(10) 8, (14) 2
EMPLOYMENT-FINDING A JOB			
EFJ-7	(3) 1-5, (4) 1-4		
EMPLOYMENT-ON THE JOB			
EOJ-18	(8) 1-4, (10) 5-6		
HEALTH	Page(s)		
**He-5	(11) 1-8		
HOUSING			
**Hou-1	(9) 5-8, (13) 1-2		
Hou-3	(12) 1-3		
Hou-6	(12) 1-4, (13) 1-3, (15) 6		
Hou-7	(13) 6-8		

SOURCE: ESL Modulearn Lessons 1-20 (Page 2)

CROSS TOPIC COMPETENCY

CLARIFICATION	Page(s)
Cla-5	(6) 1-6; (7) 2, 6;(9) 2,6
**Cla-7	(7) 3, 6-8

MONEY	
**Mon-1	(6) 1-4
Mon-6	(6) 1-4

PERSONAL IDENTIFICATION	
**Per-1	(1) 2, (2) 2-4
**Per-2	(1) 3-6
**Per-3	(1) 6
**Per-4	(5) 4
**Per-7	(10) 1-4

SOCIAL LANGUAGE	
**Soc-1	(1) 2-5
**Soc-2	(1) 2, (5) 2
Soc-4	(16) 6-7
**Soc-5	(5) 2, (12) 5-7
**Soc-6	(15) 2-4, 7
Soc-13	(3) 7-8, (4) 5-7

TIME	
**Tim-1	(5) 6
**Tim-2	(2) 5-8
**Tim-3	(5) 1-2
**Tim-4	(5) 6-8
**Tim-5	(2) 6-8
**Tim-6	(5) 6-8, (16) 5-8
Tim-9	(19) 5-8

SOURCE: ESL Modulearn Vol. 2 -

This volume contains lessons 21-40. Visuals and the Teachers Manual which accompany the worksheet lessons would be helpful to a teacher using these materials.

TOPIC COMPETENCY

COMMUNITY SERVICES	Page(s)
CmS-9	(38) 6-8
CmS-14	(31) 5-6
**CmS-28	(38) 1, 6-8

EMPLOYMENT-FINDING A JOB	
**EFJ-1	(27) 2-8
**EFJ-4	(27) 2-8, (30) 6
**EFJ-15	(40) 3-4

HOUSING	
**Hou-4	(33) 1-4
**Hou-9	(37) 2-3
**Hou-11	(33) 2-4
**Hou-20	(37) 1-4
**Hou-22	(35) 1-4

SHOPPING	
Sho-11	(36) 6-8
**Sho-20	(29) 5-7
Sho-21	(34) 1

TRANSPORTATION	
Tra-3	(23) 2, 4, (25) 6
**Tra-4	(23) 1-4
**Tra-9	(23) 2-3
**Tra-13	(23) 2-3
**Tra-14	(22) 5-8, (25) 6-7
Tra-18	(39) 61-64
Tra-20	(39) 5-8

SOURCE: ESL Modulearn Vol. 2 (Page 2)

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
**Dir-2	(24) 6-8
**Dir-4	(25) 2-4
SOCIAL LANGUAGE	
Soc-4	(24) 1, (31) 1
**Soc-7	(33) 5-8
**Soc-8	(24) 1-4
**Soc-16	(21) 1-8
Soc-24	(21) 2-8, (23) 5
**Soc-27	(23) 5-8, (26) 1-4, 6-8, (28) 1-4, (30) 1-5
Soc-32	(32) 5
Soc-38	(30) 1-4
TELEPHONE	
**Tel-8	(34) 6-7
Tel-13	(34) 6
**Tel-18	(35) 2-4

SOURCE: ESL Modulearn Audio Tape Reinforcement Program -

The tapes and student worksheets which accompany them are particularly useful with beginning level students and most can even be used successfully with illiterate students.

TOPIC COMPETENCY

HEALTH	Page(s)
**He-4	Lesson 11, worksheets 25-26
**He-5	Tape 11, worksheets 25-26
TRANSPORTATION	
**Tra-4	Lesson 11, worksheets 48-49
**Tra-5	Lesson 11, worksheets 48-49
**Tra-14	Lesson 11, worksheets 48-49

SOURCE: ESL Operations -
Nelson & Winters - Newbury House

The "operations" are procedures for doing something following a sequence of steps. Many of them are very simple everyday tasks such as lighting a candle, while others involve literacy skills such as using a dictionary and operating a cassette recorder. Each unit contains key vocabulary, the procedure containing 6 to 8 steps, grammar notes and follow up activites. This text should be used as a supplement with intermediate ESL students.

TOPIC COMPETENCY

BANKING	Page(s)
Ban-4	70-71
**Ban-5	74

COMMUNITY SERVICES	Page(s)
**CmS-7	64

EMPLOYMENT-ON THE JOB	
**EOJ-26	19
EOJ-32	19, 29, 32, 34, 36

HOUSING	
Hou-23	80-81

SOURCE: ESL Operations (Page 2)

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
Dir-13	82-83
MONEY	
**Mon-3	78
TELEPHONE	
**Tel-2	66

SOURCE: English Spoken Here Series -
Cambridge, The Adult Education Company

This series is made up of a textbook and an exercise book for each of four levels. The lessons are designed for Adult ESL students ranging from beginning to intermediate level. The books focus on listening and speaking skills in real life contexts. The lessons utilize dialogues, controlled conversation, competency based activities, and specific language practice. The material is high interest, the visuals are clear, and the lessons are relevant to the lives of adult ESL students and refugees. The exercise books provide additional practice with the grammar and structures that have been taught in the corresponding textbooks.

English Spoken Here - Getting Started -
Messec, Kranich - Cambridge

This is a beginning level text. It covers introductions, using the telephone, using maps, looking for a job, and going to work. The lessons are particuularly strong in providing practice in giving and asking for clarification.

TOPIC COMPETENCY

EMPLOYMENT- FINDING A JOB	Page(s)
EFJ-7	98-99
**EFJ-10	100-101
**EFJ-15	117-118, 138
EFJ-17	100-101
**EFJ-21	113-114
**EFJ-22	110-111
EFJ-26	140
**EFJ-28	102-105

TRANSPORTATION	Page(s)
**Tra-9	132-133
Tra-12	64-66

EMPLOYMENT ON THE JOB	Page(s)
EOJ-18	14-18, 26-27

HOUSING	
**Hou-20	50-51

SOURCE: English Spoken Here, Getting Started (Page 2)

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)	TIME	Page(s)
**Dir-2	71	Tim-9	108-109
**Dir-3	82-90	Tim-13	106-107
**Dir-4	71-81		
Dir-6	71-77, 128-129, 131		
**Dir-9	71-74		
Dir-13	70-78		
Dir-14	70-77		

PERSONAL IDENTIFICATION	
**Per-1	20-21
**Per-3	18-19
**Per-4	22

SOCIAL LANGUAGE	
**Soc-1	4-6
**Soc-2	4-7, 16-17
**Soc-5	12-13
**Soc-10	4-7, 16-17
Soc-11	5-7, 17
Soc-13	9, 13
Soc-14	67
**Soc-17	44-47
Soc-20	8, 13
Soc-33	44-47

TELEPHONE	
**Tel-3	32-35
**Tel-4	32-35
**Tel-5	32-35
**Tel-6	39-41
**Tel-7	39-42
Tel-13	37-38

SOURCE: English Spoken Here - Getting Started Exercise Book - Merriman, Plimpton -Cambridge, The Adult Education Company

This exercise book provides written practice of the grammar and vocabulary introduced in the text. While the level is beginning, the exercises assume literacy skills.

TOPIC COMPETENCY

EMPLOYMENT-FINDING A JOB	Page(s)
EFJ-7	60-61
**EFJ-11	76
**EFJ-15	74-75, 95
**EFJ-27	76

TRANSPORTATION	
Tra-12	42
**Tra-14	72

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
**Dir-2	45-47
**Dir-4	45-47, 50, 52-55
Dir-6	52-56
**Dir-9	52-56

PERSONAL IDENTIFICATION	
**Per-1	15

SOCIAL LANGUAGE	
**Soc-1	16-17, 19
**Soc-7	71
**Soc-17	37

TELEPHONE	Page(s)
**Tel-2	22

TIME	
**Tim-1	66-69
**Tim-6	68-69
**Tim-8	66
Tim-12	70-71
Tim-13	66-67, 89

SOURCE: English Spoken Here-Consumer Information -
Messec and Kranich - Cambridge, The Adult Education Company

Again the emphasis is on listening and speaking skills to meet immediate needs. The focus of this text is on handling money, comparing prices, and dealing with banking and housing issues. The level is low intermediate.

TOPIC COMPETENCY

HOUSING	Page(s)
**Hou-14	104-105, 110-111
**Hou-15	114-115
Hou-18	106-107
**Hou-22	118-119
Hou-23	102-103, 107
Hou-27	104-105
Hou-29	115

SHOPPING	
**Sho-7	45
Sho-13	46-49
Sho-16	52-53
**Sho-20	146-148
Sho-21	42-43
Sho-22	46-49, 71-73
Sho-25	82-83

CROSS-TOPIC COMPETENCY

MONEY	Page(s)
**Mon-1	4-9, 13
**Mon-3	12, 18
**Mon-4	10-11
**Mon-7	22-23

SOURCE: English Spoken Here: Health and Safety -
Messec and Kranich - Cambridge, The Adult Education Company

This is the third level in the series of books. The lessons focus on parts of the body, describing pain, talking about illnesses, diseases, and health in general. The functional portions of this text are perhaps the most valuable; students learn how to express sympathy and give and get advice. Health and Safety is at the intermediate level.

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)	SHOPPING	
CmS-9	100-103	Sho-21	79

HEALTH	
**He-4	4-5
**He-5	6-9
**He-6	42 (phone)
**He-7	43
He-11	6-7
**He-15	70, 78
**He-16	20-23
**He-17	79
**He-18	71, 85
He-19	70, 74
He-20	70
**He-22	56-57
**He-23	146-149
**He-24	42-43
**He-31	80
He-34	58
He-35	10-11
He-36	106-111
He-37	18-19, 84-87, 146-149
He-39	71

CROSS-TOPIC COMPETENCY

SOCIAL LANGUAGE	Page(s)
**Soc-31	18-19

SOURCE: English Spoken Here: Health and Safety Exercise Book - Merriman and Plimpton - Cambridge, The Adult Education Company

The units in the exercise book are correlated with the units in the regular text. They provide practice and reinforcement of the structures taught in the text.

TOPIC	COMPETENCY
HEALTH	
**He-4	2-3
**He-5	4-7
**He-6	27-28
He-9	24
He-11	106-107
**He-17	43
**He-18	44-45, 60-61
**He-23	38
He-29	86, 90
**He-31	46-47, 60-61
He-37	16-17, 77-79
He-38	22

SOURCE: English Spoken Here - Life in the United States - Messec and Kranich - Cambridge, The Adult Education Company

This is the level four book in the series. It focusses on conversations which depend on the exchange of information, ideas, and feelings. There are many opportunities provided for students to practice formal and informal interaction in pairs and small groups; the role plays include situations with strangers, supervisors, officials, friends, and family. The topics and functions range from getting information to solving problems in life situations. The level is generally high intermediate.

TOPIC COMPETENCY

COMMUNITY SERVICES	Page(s)	TRANSPORTATION	
Cms-26	100	Tra-17	32-40, 42-45
EMPLOYMENT-ON THE JOB			
**EOJ-21	70-73		
HOUSING			
**Hou-16	11-15		

CROSS-TOPIC COMPETENCY

SOCIAL LANGUAGE	Page(s)
**Soc-18	83-85
**Soc-29	85
**Soc-30	80-82
**Soc-31	130-132, 136-137
Soc-33	98
Soc-35	107-109
Soc-36	98-99
Soc-38	104-106, 130-132, 135, 144-145

SOURCE: English Spoken Here - Life in the United States Exercise Book - Merriman and Plimpton - Cambridge, The Adult Education Company

The exercises provide written practice on the grammar and structure presented in the text.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-9	2

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
Dir-14	95
SOCIAL LANGUAGE	
**Soc-35	67

SOURCE: English That Works Book 1 & 2 -
Savage, How, Yeung - Scott, Foresman & Co.

This is a competency based pre-vocational ESL series for adults. The focus is on getting and keeping a job. Book 1 covers personal data, skills and interest, occupations, maps, time and money and interviews. Book 2 deals with work experience, schedules, safety, want ads and interviews. The illustrations include line drawings and photographs; the lesson format includes a grammar focus, conversation, reading and writing items and problem solving tasks. The variety adds to the interest level for intermediate students.

English that Works Book 1 -

TOPIC COMPETENCY

COMMUNITY SERVICES	Page(s)
**CmS-7	25-28

EMPLOYMENT- FINDING A JOB	
**EFJ-4	34-37
**EFJ-5	26
**EFJ-10	38, 71-72, 75
EFJ-16	34-37, 57-58
EFJ-17	69-70, 74-75
EFJ-18	71-88, 96
**EFJ-23	178-181

CROSS-TOPIC COMPETENCY

CLARIFICATION	Page(s)
**Cla-8	72
**Cla-14	132

SOURCE: English that Works Book 1 (Page 2)

CROSS-TOPIC COMPETENCY

DIRECTIONS

**Dir-2	99
**Dir-8	109-112
**Dir-9	115-124
Dir-13	99-108, 130
Dir-14	106-108, 115-126

PERSONAL IDENTIFICATION	Page(s)
**Per-1	2-6, 10-11, 13-15, 22
**Per-2	2-6
**Per-3	3-6
**Per-4	4-6, 13-15
**Per-7	21
**Per-9	8
**Per-13	5-6, 9-11, 29-32

SOCIAL LANGUAGE

**Soc-6	38-41
**Soc-7	42-43
Soc-13	8-9
Soc-32	77-78

TELEPHONE

**Tel-7	16-17

TIME

**Tim-6	132-134
Tim-9	134

SOURCE: English that Works Book 2 -

TOPIC COMPETENCY

EMPLOYMENT- FINDING A JOB	Page(s)
**EFJ-15	128-155
EFJ-16	8-19, 166-176
**EFJ-22	172-175, 180-181 185-186
EMPLOYMENT- ON THE JOB	
**EOJ-5	135-136
EOJ-21	85, 94
EOJ-27	26-39 (reasons for quitting)
**EOJ-38	98, 107-108, 113-114
TRANSPORTATION	
**Tra-7	48-50
Tra-15	52-53, 58-60
Tra-22	43-44

SOURCE: Entry to English Books 1, 2, 3, & 4 -
Beal - Steck Vaughn

This series is designed for use with ESL adults who have had little or no education in their countries. Book 1 is specifically for preliterate students to develop basic reading readiness skills. Book 2 introduces personal information words as sight words so that students can fill in forms; also numbers and some emergency words are dealt with. Sections in books 2 and 3 on recognizing sounds of initial consonants utilize key words with pictures to illustrate the meaning; most of the pictures will be recognizable although some students may have no association with the item; teachers will need to read the words so students can listen to the initial sounds. Book 3 deals with time and maps. Book 4 introduces health and job related vocabulary and concepts.

Entry to English Book 1

No Competencies. Use with pre-literate students.

SOURCE: Entry to English Book 2 -

TOPIC COMPETENCY

COMMUNITY SERVICES	Page(s)
**CmS-1	51-54
**CmS-2	54
CmS-5	61, 63
**CmS-7	12

SHOPPING	
**Sho-2	39, 41-43
**Sho-3	57, 59-60

TRANSPORTATION	
**Tra-2	55, 58

CROSS-TOPIC COMPETENCY

MONEY	Page(s)
**Mon-1	33-36, 38, 49
**Mon-2	45-47, 50

PERSONAL IDENTIFICATION	
**Per-1	7-9, 11, 14, 21
**Per-2	8-9
**Per-3	7-8
**Per-4	16-17
Per-12	20, 22
**Per-13	7, 10-11, 16, 18, 22, 24
**Per-15	15-16, 24
Per-16	22 (name, address, phone)

SOCIAL LANGUAGE	Page(s)
**Soc-5	20

TELEPHONE	
**Tel-1	56
**Tel-2	54

SOURCE: Entry to English Book 3 -

TOPIC COMPETENCY

SHOPPING	Page(s)
**Sho-9	89-90
Sho-12	81-84

TRANSPORTATION	
**Tra-5	88

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
**Dir-2	85
**Dir-4	85
Dir-6	85-87
**Dir-9	85

PERSONAL IDENTIFICATION	
**Per-7	57-58

TIME	
**Tim-4	41-45
**Tim-5	70-72, 75
**Tim-6	41-54
**Tim-7	55-56
Tim-13	59-72, 75

SOURCE: Entry to English Book 4 -

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
**CmS-2	49

SHOPPING	
Sho-15	30-38
Sho-25	26-27

EMPLOYMENT-FINDING A JOB	
EFJ-7	53-61, 73-82
EFJ-18	53-89
**EFJ-24	62-72

HEALTH	
**He-4	46
**He-7	48
He-10	39-40
He-12	42-43
**He-15	44-45
**He-16	39-40
**He-17	39-40
**He-18	44-45
**He-30	51
He-34	47

CROSS-TOPIC COMPETENCY

MONEY	Page(s)
**Mon-3	25

TELEPHONE	
**Tel-12	6-8

SOURCE: Everyday Consumer English -
Kleinmann & Weissman - National Textbooks Company

The topics covered are similar to the MELT topic areas. The lessons are essentially grammar based. Some of the units cover material that is relevant to refugee students at an intermediate level.

TOPIC COMPETENCY

COMMUNITY SERVICES	Page(s)
CmS-12	143
CmS-21	143

HOUSING	
**Hou-11	134-135
**Hou-14	130-131
**Hou-26	129
**Hou-29	146-147

SOURCE: Everyday English, Books 1, 2A, & 2B -
Schurer & Mao - Alemany

This series was originally written for the Asian Newcomer Parent Program in San Francisco. Ten topic areas are covered. The grammar structures are reinforced and recycled by utilizing dialogues and pattern practice. Beginning level students will be able to handle the material. The line drawings are simple, clear and easy to figure out.

Everyday English Book 1 (Alemany)

TOPIC COMPETENCY

BANKING	Page(s)
Ban-4	Banking/8, 12

COMMUNITY SERVICES	
**CmS-4	Post Office/5
CmS-5	Employment/4
CmS-10	School/4-5
CmS-14	School/7
CmS-18	School/7, 10 (oral not written)

EMPLOYMENT-FINDING A JOB	
**EFJ-1	Employment/15
**EFJ-2	Employment/7-8
**EFJ-7	Employment/1-3, 9
**EFJ-10	Employment/11

EMPLOYMENT-ON THE JOB	
EOJ-18	Clothes/10
**EOJ-26	Telephone/11

HEALTH	
**He-1	Health/4-6
He-10	Health/10

HOUSING	Page(s)
**Hou-1	Housing/1-3, 6, 12
Hou-3	Housing/4-5
Hou-12	Housing/5-10, 14

SHOPPING	
**Sho-2	Food/11
	Clothes/11
**Sho-11	Clothes/5-6
Sho-12	Food/5, 10
Sho-23	Clothes/14

TRANSPORTATION	
**Tra-1	Transportation/9
Tra-3	Transportation/10
**Tra-4	Transportation/9
**Tra-7	Clothes/12

SOURCE: Everyday English Book 1 (Alemany) (Page 2)

CROSS-TOPIC COMPETENCY

CLASSIFICATION	Page(s)
Cla-5	Page #1 of each section i.e. Transportation/1 Food/1 Clothes/1
**Cla-7	Page #1 of each section i.e. Transportation/1 Food/1 Clothes/1
**Cla-12	Transportation/1
**Cla-13	Telephone/12

DIRECTIONS

**Dir-2	Transportation/4
Dir-5	Transportation/5, 7-8
**Dir-9	Transportation/4

MONEY

Mon-5	Telephone/7

SOCIAL LANGUAGE

**Soc-3	Transportation/1
Soc-13	Housing/13 Post Office/10 School/2-3
Soc-15	Clothes/4 (for compliments)

TELEPHONE

**Tel-4	Telephone/6
**Tel-5	Telephone/6
Tel-13	Telephone/12

TIME

**Tim-1	Post Office/12-13

SOURCE: Everyday English Book 2A (Alemany) -

TOPIC COMPETENCY

COMMUNITY SERVICES	Page(s)
**Cms-7	Post Office/16
CmS-10	School/2, 4
CmS-12	Post Office/10
CmS-15	Post Office/12-15

SHOPPING	
**Sho-1	Food/8-9, 12
Sho-11	Clothes/10
Sho-12	Food/2, 4-6
Sho-14	Food/20-21
Sho-17	Clothes/20
**Sho-20	Clothes/12-13
Sho-21	Food/17
Sho-25	Clothes/4-6, 9

TRANSPORTATION	
**Tra-2	Transportation/17
Tra-4	Transportation/8
**Tra-5	Transportation/18
**Tra-9	Transportation/19
Tra-22	Transportation/11

CROSS-TOPIC COMPETENCY

MONEY	Page(s)
**Mon-7	Food/19

PERSONAL IDENTIFICATION	
**Per-10	School/6

SOCIAL LANGUAGE	Page(s)
**Soc-6	School/18
**Soc-17	Post Office/6 Food/15
**Soc-28	School/9, 11, 21
**Soc-30	Post Office 17-18
Soc-33	School/19

SOURCE: Everyday English Book 2B (Alemany)

TOPIC COMPETENCY

BANKING	Page(s)
Ban-2	Banking/10
**Ban-3	Banking/10
**Ban-5	Banking/11
Ban-7	Banking/12
EMPLOYMENT-FINDING A JOB	
**EFJ-2	Employment/1-7
EFJ-3	Employment/7-9
**EFJ-4	Employment/20
**EFJ-8	Employment/8-9, 12-13
**EFJ-23	Employment/16
HEALTH	
**He-6	Health/14
He-9	Health/18
He-11	Health/5, 8-9
**He-16	Health/8-9, 12, 18
**He-18	Health/4
He-37	Health/3, 6, 11, 20-21
HOUSING	
**Hou-11	Housing/6-8
Hou-13	Housing/3
Hou-24	Telephone/17

SOURCE: Everyday English Book 2B (Alemany) (Page 2)

CROSS-TOPIC COMPETENCY

MONEY	Page(s)
Mon-5	Telephone/16
PERSONAL IDENTIFICATION	
**Per-15	Health/20
SOCIAL LANGUAGE	
**Soc-7	Employment/17
TELEPHONE	
**Tel-2	Telephone/7
**Tel-8	Telephone/18
Tel-9	Telephone/4-5
**Tel-12	Telephone/8
Tel-16	Telephone/12,14

SOURCE: Everyday English Books 1, 2, 3, & 4 -
Krulik and Zaffran - National Textbook Company

This series of books is designed for ESL students and progresses in difficulty from book 1 to 4. Book 1 covers The Calendar, The Body, Clothing, Health, The Dentist and The Drugstore. Book 2 deals with Time, The Family, School, Money, Transportation, Housing and Careers. Book 3 focuses on Community Service, Shopping, Food and Animals. Book 4 deals with Feelings and Emotion, Entertainment, the Library, Sports, the Telephone, the Newspaper and Holidays. The illustrations are attractive and easy to interpret. The approach is aural-oral, and a set of lessons and exercises which include vocabulary work, mini case studies, games, dialogue expansion, and leading questions for discussion. Students need to be literate and have intermediate level English to handle the books independently although the picutres could be used for oral practice.

Everyday English Book 1 (NTC)

TOPIC COMPETENCY

HEALTH	Page(s)
**He-1	59-64
**He-2	63-64
**He-4	30-39, 41-43
**He-5	59
He-9	64
He-14	71
He-20	64
He-37	63, 90-91

SHOPPING	Page(s)
Sho-4	44-48

CROSS-TOPIC COMPETENCY

CLARIFICATION	Page(s)
Cla-11	88

SOCIAL LANGUAGE	
Soc-4	16
Soc-23	19, 48-57

TIME	Page(s)
**Tim-1	5-13
**Tim-4	5-10
**Tim-6	5-8, 10-12 (no abbreviations)
Tim-9	8-13

SOURCE: Everyday English Book 2 (National)

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
Cms-10	31-32

EMPLOYMENT-FINDING A JOB	
**EFJ-15	116-117
EFJ-30	114-116

HOUSING	
**Hou-1	81, 85-92, 97-101 (pictures)
**Hou-9	77-80
Hou-23	77-78, 103
Hou-27	103-104

TRANSPORTATION	
Tra-10	61
Tra-12	66-68

CROSS-TOPIC COMPETENCY

MONEY	Page(s)
Mon-5	51
Mon-6	48

PERSONAL IDENTIFICATION	
**Per-1	31-32
**Per-7	17-30
**Per-14	17-26
**Per-17	17-26

TIME	Page(s)
**Tim-2	6-8
**Tim-3	10-11
**Tim-5	15-16
Tim-12	5, 7, 13, 16
Tim-13	6-7, 9-15

SOURCE: Everyday English Book 3 (National) -

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
CmS-5	14, 19, 24 (pictures only)
EMPLOYMENT-FINDING A JOB	
EFJ-31	28
SHOPPING	
Sho-13	38, 44-45
Sho-22	70-71
Sho-24	44
Sho-26	1-4, 38, 50-51, 55, 58, 60, 62

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
**Dir-9	8-9
SOCIAL LANGUAGE	
Soc-35	84-85

SOURCE: Everyday English Book 4 (National) -

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
CmS-8	20-21

HEALTH

**He-23	1-5

CROSS-TOPIC COMPETENCY

SOCIAL LANGUAGE	Page(s)
**Soc-17	11
Soc-21	72-73
Soc-24	32-36 (sports pictures)
Soc-25	72-91
**Soc-31	13-14

TELEPHONE

Tel-13	44-45, 49-50

SOURCE: Everyday First Aid Skills -
Lobb - Richards Publishing

This book is a collection of a wide variety of emergency situations with a series of steps to follow in administering first aid. Simple line drawings illustrate the steps. The steps can be used as effective, practical material for Total Physical Response activities. The language is simple and the book is suitable for low level ESL adults.

TOPIC COMPETENCY

EMPLOYMENT ON THE JOB	Page(s)
**EOJ-26	entire book, good TPR source

SOURCE: Face to Face -
Zanger - Newbury House Publishers

This should only be used as a teacher resource book, as the text was written for advanced academic students of ESL. The context includes gestures and non-verbal communication which will be useful information for refugees.

CROSS-TOPIC COMPETENCY

SOCIAL LANGUAGE	Page(s)
**Soc-2	14-26 (teacher resource only)
**Soc-9	v-xvii, (teacher resource only)
**Soc-10	14-26 (teacher resource only)

SOURCE: Filling Out Forms (1986) -
Stein - New Readers Press

This book deals with a wide variety of forms. The lessons give background information about the forms as well as practice copies of the forms for students to fill in. While the explanations require a higher level of English, the forms can be used with students whose level is appropriate to the competency being taught. This text replaces an earlier 1979 edition; the 1979 text and skills practice book have been combined into one volume in the 1986 version.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-5	29-30, 34
**Ban-7	31-32, 36
**Ban-9	29
COMMUNITY SERVICE	
CmS-31	78-79
EMPLOYMENT-FINDING A JOB	
**EFJ-21	37-40
EFJ-30	19-20
EMPLOYMENT-ON THE JOB	
**EOJ-5	41, 44
HEALTH	
He-28	68-73 (claim forms)

HOUSING	
Hou-29	80
TRANSPORTATION	
Tra-16	46-49, 52-54
Tra-19	49-55

SOURCE: Filling Out Forms (1986) (Page 2)

CROSS-TOPIC COMPETENCY

PERSONAL IDENTIFICATION	Page(s)
**Per-18	18, 41, 44, 56-67, 74

SOURCE: Finding a Good Used Car -
Fletcher & Kelley - Janus Book Publishers

This text was written for high school students with reading problems. The emphasis is on how to appraise a car through having some knowledge about how a car works. A teacher will need to be selective but much of the material would be useful to an ESL student with good reading skills.

TOPIC COMPETENCY

TRANSPORTATION	Page(s)
Tra-17	entire book

SOURCE: Finding a Job -
DeCaprio - Steck-Vaughn Company

This text is designed to teach job seeking skills through a narrative format written at a basic reading level for American young people. New vocabulary is listed at the beginning of each story segment. The exercises help develop reading vocabulary as well as give practice with filling in job applications. The book follows the story of a young man who works through the process of getting a job and going back to school.

TOPIC COMPETENCY

COMMUNITY SERVICES	Page(s)
**CmS-7	107
CmS-17	66, 68-69

EMPLOYMENT-FINDING A JOB	
**EFJ-5	98, 100
**EFJ-9	122
**EFJ-10	77-78
EFJ-19	104-105
**EFJ-21	98-118
**EFJ-28	112-113

EMPLOYMENT-ON THE JOB	
EOJ-37	56-59

CROSS-TOPIC COMPETENCY

TELEPHONE	Page(s)
**Tel-18	66-68

TIME	
**Tim-6	84, 95, 99

SOURCE: Finding Ourselves -
Corcoran - Richards Publishing Co.

This is an entire book containing a variety of maps from a simple street map depicting three blocks to a world map. The activities develop the full range of map reading skills. Students will need literacy and intermediate English skills to be able to read and complete the accompanying activities.

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
Dir-13	entire book

SOURCE: First Steps in Reading and Writing -
Wigfield - Newbury House

This book is designed for second language literacy students who have an elementary knowledge of spoken English. Each lesson focusses on a sound/spelling pattern and introduces important sight words through a short oral dialogue. Several exercises which follow provide practice for students at different levels of ability. The lessons frequently deal with real life competencies and practical functions of English.

TOPIC COMPETENCY

EMPLOYMENT-ON THE JOB	Page(s)
**EOJ-6	58, 132

CROSS-TOPIC COMPETENCY

CLARIFICATION	Page(s)
Cla-4	2
Cla-8	6,42,76,110
Cla-10	14
Cla-13	14

TELEPHONE	
**Tel-8	152

DIRECTIONS	Page(s)
**Dir-1	140

SOCIAL LANGUAGE	
**Soc-2	2, 4, 24, 32, 126
**Soc-3	100
Soc-4	102, 124
**Soc-5	62, 96
**Soc-6	88., 90, 150
**Soc-8	12, 70, 72, 106
**Soc-18	148

SOURCE: Functional Signs and Survival Signs - DLM

These two sets of cards are the actual size of the signs they depict. They give excellent practice with sight word vocabulary.

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
**CmS-1	POLICE, HOSPITAL, etc. (Survival)
EMPLOYMENT-ON THE JOB	
**EOJ-7	DANGER, KEEP OUT, EXIT (Functional) FIRE ESCAPE (Survival)
HOUSING	Page(s)
**Hou-2	STAIRS, EXIT (Functional) ELEVATOR, FIRE ESCAPE (Survival)
SHOPPING	
**Sho-3	IN, OUT, CASHIER, CLOSED, etc. (Functional) UP, DOWN, etc. (Survival)
TRANSPORTATION	
**Tra-2	WALK/DON'T WALK (Functional)

SOURCE: Getting Help -
Chan - Janus Book Publishers

This book was written for teenagers and young adults who need to learn skills to live independently. Each unit begins with a story about a person who needs help with a problem but doesn't know about services available in the community. The book is an excellent resource of suggestions and is suitable for ESL students with goood reading skills. The problems include drug and alcohol dependency, mental health issues, difficulties with a landlord, problems getting employment, and so on.

TOPIC COMPETENCY

COMMUNITY SERVICES	Page(s)
CmS-29	entire book

SOURCE: Get Hired -
Anema - Janus Book Publishers

This book was written to help teenagers get jobs. Each unit focusses on a quality, then illustrates through a short skit how the person used that quality in getting a job. The qualities are frequently characteristics Americans find admirable but which may not have been appropriate for refugees in their own cultures. For this reason, the book has relevance for work with ESL students. Students would need high intermediate English skills.

TOPIC COMPETENCY

EMPLOYMENT-FINDING A JOB	Page(s)
EFJ-18	59
**EFJ-25	62

SOURCE: Hospital Word Cards -
Janus Book Publishers

This is a set of flash cards with sight words from the health or medical topic area that students will want to learn. A variety of games can be played with them for practice and review of reading vocabulary. The set is designed as a companion to another text, Hospital Words, which deals with information about entry-level jobs in a hospital.

TOPIC COMPETENCY

HEALTH	Page(s)
He-3	(select simplest and most critical words from entire book)
He-21	(entire book)

SOURCE: How to Get a Job and Keep It -
Goble - Steck-Vaughn Company

This book is written for people who are looking for jobs. The eight units give advice on preparing for a job search, finding job opportunities, completing an application, interviewing, taking vocational tests, working, keeping a job and changing jobs. The language has been simplified for native speakers who have reading difficulties and can be used with intermediate level ESL students with teacher assistance and guidance.

TOPIC COMPETENCY

EMPLOYMENT- FINDING A JOB	Page(s)
**EFJ-15	13-14, 17-21
EFJ-17	9, 11-12
**EFJ-21	31-38
**EFJ-28	21-24
EFJ-30	28-29
EFJ-31	26-28

EMPLOYMENT- ON THE JOB	
EOJ-27	71-72
EOJ-28	73
EOJ-33	68-69
EOJ-37	55-61

SOURCE: Impact! Book 1 -
Motta and Riley - Addison - Wesley

Impact! is a beginning level reader, the first book in a three-book series, but it assumes prereading skills. The topics are relevant to the lives of refugee adults. Each lesson contains a reading in the form of a dialogue, word study and comprehension activities as well as expansion exercises. By selecting exercises carefully to fit each student, the teacher can use this book with a wide range of low-level readers. The illustrations are lively and provide a context for learning the vocabulary.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-5	128-129

HEALTH	
**He-1	72-79
**He-4	72-79
**He-5	72-79
**He-16	72-79
**He-33	72-79

HOUSING	
**Hou-1	20-27
Hou-6	81-83, 139
Hou-7	83-84, 139
Hou-8	80-81
Hou-12	24, 81, 84, 139
Hou-13	83-84, 139

SOURCE: Instructional Facilities - CAP -
Reyes - Media Materials

This small book is designed for native English speaking adults. The reading level is suitable for some high intermediate to advanced ESL students. The booklet introduces the wide variety of classes that are available in most communities. Through activities the student is given practice using resources to locate and enroll in classes of interest.

TOPIC COMPETENCY

COMMUNITY SERVICES	Page(s)
CmS-17	15-26

SOURCE: It's on the Map -
Waelder - New Readers Press

This book contains a wide variety of maps and activities to practice basic map skills. In addition to simple street maps, the units deal with reading weather maps, news story maps, flow charts and cutaway diagrams. Students will need to be literate and have intermediate to high intermediate English skills to be able to do the exercises independently.

CROSS TOPIC COMPETENCY

DIRECTIONS	Page(s)
Dir-13	entire book

SOURCE: Janus Job Interview Guide -
Livingstone - Janus Book Publishers

The purpose of this book is to help young job seekers prepare for the interview process. The book covers do's and don't's and then focusses on entry-level job interviews in each of fifteen occupational clusters such as business and office, manufacturing, health, personal services, etc. The interview chapters present background information on the applicant, short drama scripts emphasing both positive and negative aspects, and follow-up exercises including an evaluation of the interview. The material is very good but requires intermediate to advanced English language skill. It contains a lot of cultural cues important for refugees and immigrants to learn.

TOPIC COMPETENCY

EMPLOYMENT- FINDING A JOB	Page(s)
**EFJ-16	22-23
**EFJ-22	12-15, 38-39
**EFJ-24	38-39
**EFJ-25	38-39
**EFJ-27	14-15

SOURCE: Janus Job Planner -
Jew and Tong - Janus Book Publishers

This book assists students in assessing their interests and abilities in order to help them develop a career plan through a series of self-scoring inventories. A job guide at the end of the book lists 60 jobs with a brief description of the requirements and job duties. The process of identifying job skills and interests is very helpful for refugees and immigrants but is unfamiliar to most. Teachers will need to do a fair ammount of pre-teaching to faciliate the process.

TOPIC COMPETENCY

EMPLOYMENT-FINDING A JOB	Page(s)
EFJ-13	40-46
EFJ-16	18-23
EFJ-18	72-93
EFJ-20	64-67
**EFJ-25	13-16, 55, 58

EMPLOYMENT-ON THE JOB	
**EOJ-21	61-62
EOJ-33	61-62

SOURCE: Jazz Chants -
Graham - Oxford University Press

A jazz chant is a poem done in a rythmic speaking style usually exmphasizing a grammar pattern and a sound contrast. Because the topics are situational, a number of the MELT Comptencies are dealth with. Because some of the language is both difficult and humorous, Jazz Chants should be screened for level.

TOPIC COMPETENCY

EMPLOYMENT ON THE JOB	Page(s)
**EOJ-6	48-49
**EOJ-7	48-49
**EOJ-21	61

HEALTH	
**He-1	67

TRANSPORTATION	
**Tra-7	17

CROSS TOPIC COMPETENCY

CLARIFICATION	Page(s)
**Cla-1	3, 41
**Cla-8	5, 31, 41, 73
**Cla-9	5, 41
**Cla-12	44
**Cla-14	41
**Cla-15	5, 31, 73
Cla-17	5
**Cla-18	5

SOCIAL LANGUAGE	Page(s)
**Soc-6	39
**Soc-8	53
**Soc-10	27
**Soc-16	71
**Soc-17	37
**Soc-23	67
Soc-24	59
Soc-27	65

PERSONAL IDENTIFICATION	
**Per-2	45
**Per-15	23

SOURCE: Job Interviews - CAP -
Parks - Media Materials

This small book is designed for native English speaking adults. The reading level is suitable for some high intermediate to advanced ESL students. The booklet discusses the importance of the job interview. The learning objectives include demonstrating an effective job interview and writing a follow-up letter.

TOPIC COMPETENCY

EMPLOYMENT FINDING A JOB	Page(s)
EFJ-16	20-25
**EFJ-22	32-34
**EFJ-25	51-52
**EFJ-28	14-19, 26-27

SOURCE: Job Performance - CAP -
Parks and Munford - Media Materials

This small book is designed for native English speaking adults. The reading level is suitable for some high intermediate to advanced ESL students. The book focusses on evaluating one's own job performance as well as on how to succeed on the job.

TOPIC COMPETENCY

EMPLOYMENT FINDING A JOB	Page(s)
EFJ-29	19-23

EMPLOYMENT ON THE JOB	
**EOJ-21	12-13, 32-33
EOJ-28	29-31
EOJ-33	32-39

SOURCE: Label Talk -
Greatsinger, New Readers Press

This is an ABE text which deals with authentic reading tasks refugees and other low level readers face every day. The lessons involve reading labels and answering questions which deal with locating facts, interpreting those facts and applying knowledge. The emphasis is on reading for safety, to save money, and for efficiency.

TOPIC COMPETENCY

EMPLOYMENT-ON THE JOB	Page(s)
EOJ-32	18-19, 30-31, 38-39, 46-48
HEALTH	
**He-15	26-27
**He-31	14-15, 26-27, 30-31, 36-37
He-39	36-37
SHOPPING	
Sho-25	8-9, 16-17, 40-41
Sho-30	32-33

SOURCE: Learning About Time -
Bohn & Wool - Frank E. Richards Publishing Co.

This book, designed for intermediate students in our junior high schools, deals with telling time and using calendars as well as reviewing arithmetic facts related to computing time. The text includes very clear visuals of clocks using analog, digital and Roman numerals in the exercises. There is a clock face with a set of movable hands on the back cover for practice in setting the correct time. While the text is meant for native speakers and is not always appropriate for use with ESL students, many of the MELT competencies can be covered using the exercises in this book.

CROSS-TOPIC COMPETENCY

TIME	Page(s)
**Tim-1	41-43
**Tim-2	14-16
**Tim-4	41
**Tim-6	41-43
**Tim-7	45
**Tim-8	37-40
Tim-13	23-23, 32-33

Source: Learning Functional Words -
Somers - Frank E. Richards Publishing

This is a practical book for students learning to read and write. The words focussed on in each lesson include words that are encountered every day. Only capital letters are used.

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
**CmS-1	31, 56
EMPLOYMENT ON THE JOB	
**EOJ-7	5, 23, 28, 37, 41 (and others)
HEALTH	
**He-31	32, 58
HOUSING	
**Hou-2	14, 33
Hou-8	45-49
SHOPPING	
**Sho-3	1-12, 46-47
**Sho-8	1-4, 13-14, 17-20, 46-47, 54-55
TRANSPORTATION	
**Tra-2	21-22, 25, 27

Source: Learning Functional Words - (Page two)

CROSS-TOPIC COMPETENCY

TELEPHONE	Page(s)
**Tel-1	29

SOURCE: Learning to Use Maps -
Kranich & Messec - Richards Publishing Company

This book deals with acquiring skills to read maps. Attention is given to reading symbols, legends, and scales as well as decoding specialized maps such as bus routes, topographic maps, and weather maps.

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
Dir-13	entire book

SOURCE: Let's Go Shopping -
Landy - Richards Publishing Company

The focus of this book is on becoming familiar with different types of stores and the kinds of merchandise each store sells. The lessons begin with a short story followed by comprehension and vocabulary questions as well as a number of written exercises. Literacy skills and high intermediate English skills are necessary in order for ESL students to use this book.

TOPIC COMPETENCY

SHOPPING	Page(S)
Sho-22	28 plus entire book
Sho-26	entire book

SOURCE: Let's Look It Up -
Waelder - New Readers Press

This book contains pages from a variety of reference materials such as the telephone book, a catalog, a bus schedule, etc. It is for ABE students but can be used effectively with ESL students who need to develop competency in using reference skills. For lower level students the teacher will need to guide activites using the reference pages because the written questions, which range from locating facts to interpreting those facts to applying this knowledge, are written for upper level students.

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
Cms-20	54-55
CmS-30	50-53

HEALTH	
He-41	34-35

TRANSPORTATION	
Tra-15	56-57

CROSS-TOPIC COMPETENCY

TELEPHONE	Page(s)
Tel-13	46-47
Tel-15	48-49

TIME	
**Tim-10	44-45

SOURCE: Let's Work Safely! -
Mrowicki - Linmore Publishing

This book focusses on the language and safety concepts needed to function safely on a job. It is intended for use with high beginning to intermediate level ESL adults. The illustrations are clear, straight-forward and effective in communicating the topics of each unit, from safety clothing to working conditions to reporting accidents.

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
**CmS-6	82-83

EMPLOYMENT-FINDING A JOB	
EFJ-14	33, 62-63, 72-73 (on the job)

EMPLOYMENT-ON THE JOB	
**EOJ-6	13-14, 20, 36-37, 78-79
**EOJ-7	21, 28, 44, 51, 53-54, 57, 76, 80
**EOJ-17	41-45, 60
**EOJ-19	43-50
**EOJ-20	26
**EOJ-23	30-31
**EOJ-29	66-67, 81
EOJ-31	98-99, 102-107, 112-113
EOJ-32	87
**EOJ-38	28-29, 58-59

SOURCE: Lifelines -
Foley and Pomann - Regents

This is a survival skills series of 4 books for entry to intermediate level ESL students. The focus is on coping skills and functional language. The teachers' notes are very explicit and helpful. There is a variety of exercises in each lesson, but each lesson follows a consistent format so that students know what to expect. The final activity in most of the lessons, "Putting it Together", requires creativity and cooperative effort.

SOURCE: Lifelines 1

TOPIC COMPETENCY

BANKING	Page(s)	HOUSING	Page(s)
Ban-4	25-29	**Hou-1	61-69
Ban-6	28	Hou-7	61-64
COMMUNITY SERVICE		SHOPPING	
		**Sho-2	55-59
**CmS-4	75-79	Sho-4	51-54
CmS-5	71-79	Sho-13	41-42
HEALTH		TRANSPORTATION	
**He-5	81-89	**Tra-4	35-39
He-11	85-89	Tra-10	31

SOURCE: Lifelines 1 (Page 2)

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
**Dir-2	71-74

MONEY	
**Mon-1	21-24

PERSONAL IDENTIFICATION	
**Per-1	1-4

SOCIAL LANGUAGE	
**Soc-1	1-4
**Soc-2	5-9
**Soc-3	21
Soc-11	1-4
Soc-13	1-4
Soc-35	45-49

TELEPHONE	
**Tel-3	91-94
**Tel-4	91-94
**Tel-5	91-94
**Tel-6	91-94
**Tel-7	91-94
Tel-9	91-99

SOURCE: Lifelines 2 -
Regents

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-9	25-28

COMMUNITY SERVICE	
CmS-20	75-79

EMPLOYMENT-FINDING A JOB	
**EFJ-1	15
**EFJ-8	15-19

EMPLOYMENT-ON THE JOB	
EOJ-14	81-84
EOJ-30	83

HEALTH	Page(s)
He-10	85-89
**He-16	81-84
He-19	85-89
He-37	81

HOUSING	
**Hou-4	65-69
**Hou-5	71-74

SHOPPING	
**Sho-7	41-44
Sho-14	41-44
**Sho-20	51-59

TRANSPORTATION	
Tra-15	35-39
Tra-22	31-34

CROSS-TOPIC COMPETENCY

SOCIAL LANGUAGE	Page(s)
**Soc-6	3-4
Soc-11	1
Soc-24	5-9
**Soc-27	5-9

TELEPHONE	Page(s)
**Tel-7	91-94
**Tel-10	91-94
**Tel-11	91-94
Tel-15	95-99

SOURCE: Lifelines 3 -
Regents

TOPIC COMPETENCY

EMPLOYMENT- FINDING A JOB	Page(s)
**EFJ-4	10-13
EFJ-7	10-13
**EFJ-9	101-3

HEALTH	
**He-24	63-64, 66-68
**He-33	72
He-35	64-65, 67-68

SOURCE:: Live Action English -
Romyn & Seeley - Alemany Press

This little book contains 66 series of commands to be used with the total physical response (TPR) approach. It is useful as a supplement with beginning to intermediate ESL students. The topics covered range from washing your hands and sewing on a button to riding on a bus and making a table. The step by step process is structured enough to be manageable for low level students and the non-threatening nature of the first stages in the process, when students listen without having to produce language, helps build confidence in refugee learners.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-3	35

COMMUNITY SERVICE	Page(s)
**CmS-7	38

EMPLOYMENT-ON THE JOB	
EOJ-32	13, 26, 32, 54, 58, 63

HEALTH	
He-9	59
He-14	59
**He-15	60
He-37	15

SHOPPING	Page(s)
Sho-22	41
Sho-28	34

TRANSPORTATION	
Tra-3	46

CROSS-TOPIC COMPETENCY

MONEY	Page(s)
**Mon-4	62

SOCIAL LANGUAGE	Page(s)
Soc-15	22
Soc-25	65-66
Soc-35	21

SOURCE: Look Again Pictures -
Winn-Bell Olsen & White - Alemany Press

It is possible to use this teacher resource book with beginning, intermediate or advanced ESL students by changing the difficulty of the activities. This text contains 22 picture pairs with 8 differences between the top and bottom picture; the problem-solving activity asks two students to locate the differences between the pictures through discussion and comparison of one copy each of the 2 pictures. The content of the pictues is relevant to everyday life. Each lesson contains the 2 pictures (which can be copied for the student pairs), a list of the 8 differences, context questions, language functions, life skills extensions (which usually include cultural notes) and language development (which gives grammar pointers). The introduction (teacher's guide) and table of contents are very helpful, with information on expanding the lessons; incorporating pronunciation, listening comprehension, dialogues and other communication devices; and using reading, writing, grammar and vocabulary with multi-levels and with a variety of techniques.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-3	54-55
**Ban-7	56
COMMUNITY SERVICE	
CmS-18	92-93
EMPLOYMENT-FINDING A JOB	
**EFJ-8	10-11
**EFJ-11	10-11
EMPLOYMENT-ON THE JOB	
**EOJ-6	6-7, 10-11, 27-29
HEALTH	
He-9	42-45
He-11	42-45
He-20	42-45

HOUSING	Page(s)
**Hou-4	50-53
Hou-6	46-53
Hou-7	46-48, 50
**Hou-9	46-49
**Hou-22	50-52
SHOPPING	
Sho-18	14-17
**Sho-20	18-21
Sho-21	32
TRANSPORTATION	
**Tra-9	23, 25, 27, 29
**Tra-14	67

SOURCE: Look Again Pictures (Page 2)

CROSS-TOPIC COMPETENCY

SOCIAL	Page(s)
**Soc-3	10-11, 22-23, 27-29
**Soc-27	23-25
Soc-35	6-9

SOURCE: Looking at American Signs -
Huizenga - Voluntad Publishers, National Textbook Company

This is a book of photographs depicting signs we encounter every day - department store signs, road signs, flight schedules, help wanted signs, telephones signs, etc. Because the signs are commonly seen by refugees, many of the pages can be used with lower level students. Upper level students will be able to answer the information questions listed on each page.

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
CmS-20	16-17

EMPLOYMENT-FINDING A JOB	
EFJ-6	36-37

HOUSING	
Hou-8	48-49

SHOPPING	
**Sho-3	6-7
Sho-5	40-41, 54-55
**Sho-8	6-7, 12-13
**Sho-9	7
Sho-12	14-15
Sho-13	51, 54-55
Sho-22	12-13, 51, 54-55
Sho-23	32-33

TRANSPORTATION	
**Tra-5	3
Tra-11	28-31
Tra-12	4-5, 34-35
**Tra-14	3, 50

SOURCE: MACHINE-AGE RIDDLES -
Greatsinger - New Readers Press

This little book contains line drawings of machines and objects people see every day in their homes and out in the community. The directions are written on each picture as they would appear on the machines themselves and the student is asked to guess the name of the machine or object depicted. Most of the objects are items ESL students could figure out; teachers will want to select the most approriate ones for use in the class.

TOPIC COMPETENCY

EMPLOYMENT ON THE JOB	Page(s)
**EOJ-7	9, 14
**EOJ-38	4, 6, 9, 10

CROSS-TOPIC COMPETENCY

MONEY	
Mon-6	2 #2, 5 #10, 8 #16, 10 #23, 13 #28, 14 #30

SOURCE: My Job Application File (3rd Edition) -
Khan, Tong, Jew - Janus Book Publishers

This book gives practice completing applications by presenting each section of a typical application form. The last section is a collection of authentic applications from nine different companies. This type of record is very useful for ESL refugees and immigrant students to have on hand when they are looking for jobs.

TOPIC COMPETENCY

EMPLOYMENT- FINDING A JOB	Page(s)
**EFJ-9	7, 10
EFJ-19	8-9
**EFJ-21	16-21, 25-48
EFJ-30	24
EFJ-31	22-23

HEALTH	
He-34	12-13

SOURCE: The New Arrival - ESL Stories for ESL Students -
Laurie Kuntz - Alemany Press

These are reading texts written for refugees who are intermediate ESL students. The material is extremely relevant to the lives of refugees and covers many of the competencies for survival in this country. Each lesson includes vocabulary, comprehension questions, grammar practice, and a discussion starter. There are also suggested activities for advanced students in a mixed level class.

SOURCE: The New Arrival - Book One

The selections in Book One are stories about a Lao refugee, his past experiences in his country, and his life in the refugee camp.

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
**Dir-9	49, 51
Dir-10	51 (student-drawn map)
SOCIAL LANGUAGE	
Soc-4	67-75
**Soc-5	7-10
**Soc-6	33, 35-36, 41-44
**Soc-8	21, 25
Soc-21	78-80 (April Fools')
**Soc-22	21-27
**Soc-28	61-66 (medical practices), 70 (weather), 86-90 (marriage customs)
TIME	
**Tim-4	71
**Tim-6	71
Tim-12	71

SOURCE: The New Arrival - Book Two
Laurie Kuntz - Alemany Press

The selections in Book Two are stories about a Lao refugee and his experience in the United States.

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
Cms-9	58-60
CmS-17	41
CmS-26	41

EMPLOYMENT-FINDING A JOB	
**EFJ-8	31, 38-39
**EFJ-11	23-24
**EFJ-15	27

SHOPPING	
Sho-11	64
Sho-12	68
Sho-24	64

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)	TELEPHONE	Page(s)
**Dir-8	64	**Tel-4	18-19, 21

SOCIAL LANGUAGE	
**Soc-16	49-51
**Soc-17	83-87
Soc-23	64-67
**Soc-28	6-9, 15, 18-19

SOURCE: A New Life, A New Job -
Hayden et al - Refugee Materials Center

These ESL curriculum materials for adult refugees, beginning through intermediate levels, have visuals and detailed teachers' guides. The level designation is not the Student Performance Level. The lessons are designed to "acquaint students with a number of entry-level jobs while introducing English and cultural skills necessary in seeking and retaining employment,"* and may be used with standard ESL texts. Available free of charge through the *Refugee Materials Center, US Dept. of Education, 10220 N. Executive Hills Blvd., 9th floor, Kansas City, MO 64153.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-5	Level 3: 137
**Ban-7	Level 3: 139
**Ban-9	Level 3: 132-141

EMPLOYMENT FINDING A JOB	
**EFJ-5	Levels 1&2: 5-6
EFJ-6	Level 2: 37
EFJ-7	Levels 1&2: Sect 2, 7-10
**EFJ-11	Level 2: 92
EFJ-18	Level 2: 39-90
**EFJ-12	Level 3: 96-98, 106, 116-118
**EFJ-15	Level 3: 91-93, 99-103
EFJ-16	Level 3: 100
**EFJ-21	Level 3: 95-99, 105
**EFJ-22	Level 3: 93, 100
**EFJ-24	Level 3: 100
**EFJ-25	Level 3: 100
EFJ-26	Level 3: 100-101
**EFJ-28	Level 3: 92, 101

EMPLOYMENT ON THE JOB	
**EOJ-1	Level 2: 46
**EOJ-4	Level 2: 50,56,60
**EOJ-7	Level 2: 32-36
EOJ-15	Level 2: 42
**EOJ-17	Level 2: 65
**EOJ-11	Level 3: 1
**EOJ-16	Level 3: 143-144
**EOJ-21	Level 3: 4
EOJ-25	Level 3: 1-6
EOJ-30	Level 3: 7, 9
EOJ-36	Level 3: 9, 42, 45,89-90
EOJ-37	Level 3: 39-41, 43-44 46-49

HOUSING	Page(s)
**Hou-10	Level 3: 63-65

SOURCE: A New Life, A New Job

CROSS-TOPIC COMPETENCY

CLARIFICATION

**Cla-15	Level 3: 132, 134
**Cla-18	Level 3: 1

PERSONAL IDENTIFICATION

**Per-3	Levels 1&2: 1-6
**Per-4	Levels 1&2: 4-6

SOCIAL LANGUAGE

**Soc-28	Level 2: 43-44

**Soc-27	Level 3: 31-32
**Soc-28	Level 3: 61, 94
Soc-32	Level 3: 145

TELEPHONE

**Tel-11	Level 3: 123
Tel-13	Level 3: 123

SOURCE: A New Start - A Functional Course In Basic English And Survival Literacy -
Mrowicki, Furnborough - Heinemann

This series of books is intended for use with adult second language students, primarily immigrants and refugees who may not be literate either in English or their native language. The emphasis is on basic spoken language functions rather than grammar. The series includes a Teacher's Book, Student's Book, two Literacy Workbooks, and cassette tapes and display materials.

SOURCE: A New Start Teacher's Book

A New Start Teacher's Book contains ideas and suggestions for teaching units in the students' books. It also has ideas for follow-up classroom activities which are not included in any of the texts as well as notes for teaching multi-level classes.

TOPIC COMPETENCY

BANKING	Page(s)
Ban-2	194

COMMUNITY SERVICE	
CmS-13	193-194

EMPLOYMENT-ON THE JOB	Page(s)
**EOJ-26	92, 103-106, 201-203

SHOPPING	
Sho-25	174-176

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
**Dir-2	169-173
**Dir-4	169-173
**Dir-9	169-173
Dir-14	169-173

SOCIAL LANGUAGE	Page(s)
**Soc-6	30
Soc-12	30
**Soc-27	225-226
Soc-32	212-219
**Soc-34	225-226

SOURCE: A New Start Student's Book -

This book contains a variety of clearly drawn visuals to illustrate the focus of each lesson, dialogue, and competency-based activities. The lessons are very practical and related to everyday life experiences in social, home, and work situations.

TOPIC COMPETENCY

BANKING	Page(s)
Ban-4	125
**Ban-5	125, 127-128
Ban-6	125

COMMUNITY SERVICE	
**CmS-1	27
**Cms-2	27
**Cms-3	27
**Cms-4	34
CmS-5	27, 53, 99-100
**CmS-7	61

EMPLOYMENT-FINDING A JOB	
**EFJ-9	70

EMPLOYMENT-ON THE JOB	
**EOJ-9	90
**EOJ-26	52, 57, 102

HEALTH	
**He-4	89
**He-6	86
**He-7	86-88
**He-15	95-97
**He-18	95
**He-24	87, 90

HOUSING	Page(s)
**Hou-4	115-116
**Hou-5	27
**Hou-10	126-128
**Hou-11	115-116 (phone)
Hou-19	94

SHOPPING	
**Sho-3	16, 31-32
**Sho-7	36
**Sho-8	31-32, 54
**Sho-9	66
Sho-11	117
Sho-13	30
Sho-14	21, 29, 37-42, 45
Sho-15	28, 73, 77
Sho-16	41-42
Sho-18	124
**Sho-20	120
Sho-21	26, 41-42
Sho-22	98
Sho-25	101

TRANSPORTATION	
**Tra-2	22-24, 62

SOURCE: A New Start Student's Book (Page 2)

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
**Dir-1	30
**Dir-2	79, 99-100
**Dir-4	30, 99-100
**Dir-8	30
**Dir-9	99-100
Dir-14	99-100

MONEY	
**Mon-1	9-10
**Mon-3	11-12
**Mon-4	19-20
**Mon-7	50
Mon-9	19 (names of coins)

PERSONAL IDENTIFICATION	
**Per-2	3
**Per-3	3
**Per-4	5, 15, 70
**Per-7	130-131
**Per-13	70

SOCIAL LANGUAGE	
**Soc-1	2
**Soc-2	1
**Soc-3	46
**Soc-6	71
**Soc-7	68, 81-84
Soc-11	2
**Soc-27	134-137
Soc-35	78

TELEPHONE	Page(s)
**Tel-2	102
**Tel-8	47
Tel-13	35

TIME	
**Tim-4	13
**Tim-6	13
**Tim-8	63-66

SOURCE: A New Start Literacy Workbook 1 -

This book contains literacy activities that supplement Units 4 to 38 in the Student's Book. The lessons do not assume either first or second language literacy, and therefore begin with pre-reading and pre-writing activities. The goal is for students to understand the signs they see every day and to understand and fill out simple forms correctly.

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
**CmS-1	93-94
CmS-5	101-102

HEALTH	
He-3	94-98
He-21	102

HOUSING	
**Hou-2	93-98
Hou-8	95

SHOPPING	Page(s)
**Sho-3	95-100
**Sho-7	103-105

TRANSPORTATION	
**Tra-2	81-84

SOURCE: A New Start Literacy Workbook 1 (Page 2)

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
**Dir-4	77-80

MONEY	
**Mon-1	65-68
**Mon-3	31-40
Mon-9	65-66 (names of coins)

PERSONAL IDENTIFICATION	
**Per-2	13-17
**Per-3	13-17
**Per-4	26-28, 54-60

TIME	
**Tim-4	41-46
**Tim-6	41-53

SOURCE: A New Start Literacy 2 -

This book contains literary activites to supplement Units 46 to 108 in the Student's Book. Again the lessons are clearly illustrated and develop basic literacy skills.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-5	79-89
COMMUNITY SERVICE	
CmS-5	13
**CmS-7	17-19
EMPLOYMENT-FINDING A JOB	
**EFJ-9	32
HEALTH	
**He-18	65-73
HOUSING	
**Hou-10	89-90
SHOPPING	
**Sho-8	63-64
Sho-22	74-76

SOURCE: A New Start Literacy 2 (Page 2)

CROSS-TOPIC COMPETENCY

PERSONAL IDENTIFICATION	Page(s)
**Per-2	15-17
**Per-3	15-17
**Per-4	15
**Per-7	91-95
**Per-13	31-44

TIME	
**Tim-2	24-26
**Tim-8	20-23

SOURCE: *Opening Lines - A competency-based curriculum in English as a Second Language* -
Legon, Moran, *et*. *al*. - The Experiment in International Living

This teacher's handbook was developed for the use of ESL teachers of Indochinese refugees in the camp at Phanat Nikom, Thailand. It is not a student text. It includes 30 topic-centered units with competencies listed by levels, including English structures and vocabulary as well as culture notes, literacy charts, grammar points, and blanks for noting specific pronunication points which are being taught. There is a 35-page instructional section on Learning and Teaching, a section on techniques, and appendices with forms and other teaching material. *Opening Lines* is an excellent resource; learning to use it may be difficult for teachers or aides without much background in ESL or for instructors who need the security of a basal text. NOTE: If your students come from Phanat Nikom, they have probably completed, or at least been exposed to, this material.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-1	208
Ban-2	208, 212 #4
**Ban-3	208, 212 #2 & #4
Ban-4	208
Ban-6	208, 400
Ban-7	399
**Ban-8	208, 400
**Ban-9	398

COMMUNITY SERVICE	
**CmS-2	234-240
**CmS-3	234-240
**CmS-4	149
**CmS-7	156 #2
CmS-10	153
CmS-12	407
CmS-13	150, 156 #4
CmS-15	408 (forms)
CmS-21	407-408
CmS-29	267 #3

EMPLOYMENT-FINDING A JOB	Page(s)
**EFJ-1	68-70, 74, 180
**EFJ-2	69-70, 74, 178
EFJ-3	74
**EFJ-4	72, 76, 181
EFJ-7	178, 182
**EFJ-8	180
**EFJ-12	189, 191, 194 #1-3
EFJ-13	189-190, 194 #1-3
EFJ-18	184 #2, 3 (games)
EFJ-19	179
**EFJ-21	394
**EFJ-22	189-190, 192
**EFJ-26	188
**EFJ-27	192, 196
**EFJ-28	188
EFJ-30	395

SOURCE: Opening Lines (Page 2)

TOPIC COMPETENCY

EMPLOYMENT-ON THE JOB	Page(s)
**EOJ-1	200
**EOJ-2	200
**EOJ-3	200-201
**EOJ-4	199-200, 263
**EOJ-5	204 #5
**EOJ-6	199
**EOJ-8	126 (Aisle nos.)
**EOJ-9	198
**EOJ-11	199-201
**EOJ-13	199, 263
EOJ-14	198
EOJ-15	198
**EOJ-16	263, 267 #2
**EOJ-20	263, 267 #2
**EOJ-21	204 #3
**EOJ-22	198
EOJ-27	191
EOJ-28	191

HEALTH

**He-1	50
**He-2	160-161, 235
**He-5	51, 163
**He-6	160-161, 167 #3
He-8	160
He-9	52, 56, 164
He-10	172
He-13	162
**He-15	171
**He-16	51
**He-18	171, 173, 175 #1
He-20	52
**He-22	170
**He-24	133
**He-25	133 (by phone)
He-26	161
He-27	53
He-29	163
**He-32	163
**He-33	163
He-34	405
He-36	162
He-38	405

HOUSING	Page(s)
**Hou-1	61, 64
Hou-3	216, 218-219, 223 #1 & #4
**HOU-4	220, 223 #3
Hou-6	216-217
Hou-7	217
Hou-8	117
**Hou-9	216-217, 223 #2
**Hou-10	401-404
**Hou-11	220 (on the phone)
Hou-13	217
**Hou-14	216-217
**Hou-15	219
**Hou-17	114-115
Hou-18	114
Hou-24	401-404
Hou-25	220
Hou-28	396 (rental lease)
**Hou-29	397

SHOPPING

**Sho-1	42
**Sho-2	43, 124
**Sho-3	126
Sho-4	47 (games)
Sho-5	126, 128 #2
**Sho-6	126
**Sho-7	126, 128 #4
Sho-11	124
Sho-12	91
Sho-13	42, 122
Sho-14	123
Sho-15	263
Sho-16	128 #3
Sho-17	125
Sho-18	124
Sho-19	125

SOURCE: Opening Lines (Page 3)

TOPIC COMPETENCY

TRANSPORTATION

**Tra-1	142
**Tra-4	142
Tra-6	279
**Tra-7	270
**Tra-8	271, 274 #3
**Tra-9	141-142
Tra-10	143, 146 #3
Tra-11	283 #4
**Tra-13	141-142
**Tra-14	274 #2
Tra-15	146
Tra-22	143 (in person)

CROSS-TOPIC COMPETENCY

CLARIFICATION	Page(s)
**Cla-1	18, 20, 199-200
**Cla-2	18, 200, 228
Cla-3	18
Cla-5	18
**Cla-8	199-200, 204 #1
**Cla-10	17
Cla-11	228
**Cla-12	200, 228
**Cla-13	17
**Cla-14	200

DIRECTIONS	
**Dir-1	113, 162, 279
**Dir-2	78, 80-81, 140, 199
**Dir-4	80, 83, 140, 279
Dir-5	79, 87, 262
Dir-6	83, 146 #5
**Dir-7	78
**Dir-8	279, 281
**Dir-9	80, 83 (games, 146 #5
Dir-13	146, 283 #4
Dir-14	83, 146 #5

SOCIAL LANGUAGE	Page(s)
**Soc-1	17-22, 26-27
**Soc-2	16-17, 226
**Soc-3	19, 271
**Soc-5	35-38
**Soc-6	44, 227, 271
**Soc-8	226. 255
**Soc-10	16-17
Soc-11	16-17, 226
Soc-12	227
Soc-13	26-27
Soc-15	258 #1
**Soc-17	254 (on telephone)
**Soc-18	116, 120
**Soc-19	255, 258 #3 & 5
Soc-20	26-27
**Soc-22	227
Soc-26	255
**Soc-27	27, 264
**Soc-28	258 #6
**Soc-30	86
**Soc-31	262, 267 #1 & 3
Soc-32	236, 264
Soc-33	254
Soc-36	254
Soc-38	227, 258 #4

SOURCE: Opening Lines (Page 4)

CROSS-TOPIC COMPETENCY

PERSONAL IDENTIFICATION

**Per-1	27, 31, 35, 106, 108
**Per-2	106
**Per-3	108
**Per-4	108
**Per-5	106
Per-6	28, 31
**Per-7	37-38, 106
**Per-8	27
**Per-10	28
Per-12	106
**Per-13	390-393
**Per-14	34-38, 106
**Per-15	37
Per-16	106
**Per-17	34-35
**Per-18	390-394

TELPHONE

**Tel-2	235-240
**Tel-3	97
**Tel-4	97
**Tel-5	97
**Tel-6	99
**Tel-7	97
**Tel-8	97
Tel-9	98
Tel-13	98
Tel-14	99
**Tel-17	132

TIME

**Tim-1	84, 132, 249 #5
**Tim-2	136 #1 & 5
**Tim-4	132, 249 #5, 258 #7
**Tim-5	96
**Tim-6	249 #5
**Tim-7	102, #2-4
**Tim-8	81
**Tim-10	95

SOURCE: Oxford Picture Dictionary of American English - Parnwell - Oxford University Press

This picture dictionary for adults has been effective and popular with refugee ESL students of all levels. The pictures are either scenes with elements labeled (such as a kitchen with numbers on the various appliances and utensils which are keyed to the vocabulary listed below the picture) or they are pictures of individual objects (such as animals, fruits, vegetables). The pictures are colored line drawings, and are both very attractive and relatively clear. Approximately 2000 words are illustrated. A set of wall charts, enlargements of some of the pages in the Picture Dictionary, is available. There is also a set of tapes on which the words are read so that students can use the dictionary on their own and hear how the words are pronounced.

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
CmS-16	27

SHOPPING	Page(s)
**Sho-3	8-13

EMPLOYMENT-FINDING A JOB	
**EFJ-1	54-55

EMPLOYMENT-ON THE JOB	
**EOJ-25	6-7

HEALTH	
**He-4	8-9

HOUSING	
**Hou-1	26-33
Hou-19	24-25, 30-31

SOURCE: Oxford Picture Dictionary of American English Workbook - Schimpff - Oxford University Press

This workbook was designed to accompany the Oxford Picture Dictionary and gives practice with the vocabulary through exercises and activities. It is not necessary to go through the lessions in sequence. Each exercise is marked for difficulty and keyed to the specific page in the dictionary with which it is correlated. A companion Beginner's Workbook is also available.

TOPIC	COMPETENCY
EMPLOYMENT-ON THE JOB	
**EOJ-25	86
HEALTH	
**He-4	8-9
HOUSING	
Hou-19	28-29, 35-37
SHOPPING	
Sho-24	11-13

SOURCE: Practical Vocabulary Builder -
Liebowitz - National Textbook Company

The picture pages included in this book of spirit duplicator masters are slightly more complicated and include less basic words than those in The Vocabulary Builder. The pages can be used for a variety of games and reinforcement activites depending on the level and interests of the students. The teachers' notes contain suggestions for teaching the vocabulary as well as translations for the words in seven different languages.

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
CmS-16	31
EMPLOYMENT-FINDING A JOB	
EFJ-7	11
HEALTH	
**He-4	16
**He-23	29

HOUSING	Page(s)
**Hou-4	18-20
Hou-18	18-19
Hou-19	19, 24-25
**Hou-22	18-19
SHOPPING	
**Sho-1	15
**Sho-8	12
TRANSPORTATION	
**Tra-2	9
Tra-20	8

CROSS-TOPIC COMPETENCY

SOCIAL LANGUAGE	Page(s)
**Soc-6	26, 28
**Soc-8	29
Soc-24	25-26, 28, 32

SOURCE: Read English! Book Two -
Coyle - Institute of Modern Languages

This adult-oriented book for the second level, in a series of six, is suitable for intermediate ESL students who can read. Each lesson begins with a reading passage dealing with interesting and relevant adult problem situations, followed by multiple choice comprehension questions. Other activities include vocabulary, inference and sequence exercises, and suggestions for applied activities in the community.

TOPIC COMPETENCY

EMPLOYMENT FINDING A JOB	
EFJ-17	54-55

EMPLOYMENT ON THE JOB	Page(s)
**EOJ-22	62
**EOJ-38	63-64

HEALTH	
**He-17	20
**He-18	18-19
**He-33	9

SHOPPING	Page(s)
Sho-26	35-36

CROSS-TOPIC COMPETENCY

SOCIAL LANGUAGE	Page(s)
**Soc-28	9, 24-25

SOURCE: Read the Instructions First - Greatsinger - New Readers Press

The units in this book focus on signs, labels, and instructions that adults encounter every day. Each unit pictures the authentic reading material on the left hand page, with comprehension questions plus one application question on the right hand page. The reading is straightforward but difficult for an ESL student because the signs and labels are written for native speakers of English. The book is very useful for ESL students, however, because it gives practice reading what they see every day.

TOPIC COMPETENCY

EMPLOYMENT- ON THE JOB	Page(s)
**EOJ-38	10-15, 18-29, 32-35 44-45, 52-53
HEALTH	
**He-31	48-49
HOUSING	
Hou-24	50-51
SHOPPING	
Sho-28	36-37
TRANSPORTATION	
Tra-16	42-43 (instructions for getting a license; not an application form)
Tra-18	46-47, (56-57 is a traffic ticket)

CROSS-TOPIC COMPETENCY

PERSONAL IDENTIFICATION	Page(s)	TELEPHONE	Page(s)
**Per-18	54-55 (unemployment insurance)	Tel-9	38-39

Source: Reading and Following Directions -
Roderman - Janus Book Publishers

This text was written for young adults with reading difficulties. The focus is on reading life-saving directions, following directions, and giving directions. The material is taken from instructions for operating appliances, clothing care labels, food labels, warnings on cleaning products, etc. ESL students will need intermediate to advanced English to use this book.

TOPIC COMPETENCY

EMPLOYMENT ON THE JOB	Page(s)
**EOJ-7	6-7
**EOJ-13	9, 11-12
**EOJ-25	14-1
**EOJ-26	60-61
EOJ-32	18-19
EOJ-34	20-27
**EOJ-38	29-34, 46-50
HEALTH	
**He-18	56-59
HOUSING	
Hou-18	29-33
SHOPPING	
Sho-28	36-44

SOURCE: Reading for Survival -
Corcoran - Frank E. Richards

This is a workbook based on the reading that we encounter everyday, from advertisements and package directions to time schedules and warnings. Each page contains reading material within boxes plus comprehension questions. The materials are very relevant for use with ESL adults who are literate.

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
CmS-11	27, 34
CmS-12	21
CmS-20	24, 27, 40-41, 46
CmS-21	21
CmS-29	56

SHOPPING	
Sho-15	37, 55
Sho-16	60-61
Sho-21	60-61, 64
Sho-28	8-9, 13, 15, 29, 32, 39, 43, 49, 57
Sho-30	48, 54, 63

TRANSPORTATION	
**Tra-14	11
Tra-15	44

CROSS-TOPIC COMPETENCY

MONEY	Page(s)
**Mon-3	4-7

TELEPHONE	
Tel-9	66
Tel-13	66

SOURCE: Reading Schedules -
Roderman - Janus Book Publishers

This book was written for American high school students and young adults with reading problems but the material can be used with high intermediate ESL students. Phonetic respellings designed to help native speakers may not be helpful for non-native speakers, however. The schedules are not copies of actual schedules, but have been simplified somewhat to facilitate learning.

TOPIC COMPETENCY

TRANSPORTATION	Page(s)
Tra-15	52-63

CROSS-TOPIC COMPETENCY

TIME	Page(s)
**Tim-6	15-16, 19
**Tim-7	17, 19
Tim-13	20-21, 25, 33 (Schedules 51, 55, 57, 61)

SOURCE: Real to Reel -
Eckstut and Scoulos - Newbury House

This text is for high beginning to intermediate literate ESL students. The reading texts are authentic materials we read every day such as newspapers, schedules, maps, ads, message sheets, and bills. The lessons are presented in topical units, such as home, work, entertainment and school; these units are presented three times so that students are exposed to the same material through recycling; at the same they are introduced to more complex structures and tasks with familiar materials.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-5	19-20

COMMUNITY SERVICES	
**CmS-2	8-9
**CmS-7	13-15
CmS-24	32-32 (written information)

EMPLOYMENT FINDING A JOB	
**EFJ-15	151-154
**EFJ-21	83-86
**EFJ-28	152, 155-156
EFJ-31	158

EMPLOYMENT ON THE JOB	
EOJ-34	145-147 (instructions)

HEALTH	
**He-18	135-138
He-34	139-141
He-37	144

SOURCE: Real to Reel (page 2)

HOUSING	Page(s)
**Hou-10	16-19
Hou-23	77-78, 81-82

SHOPPING	
Sho-28	71-73, 76

TRANSPORTATION	
**Tra-7	46
Tra-10	47
Tra-15	44-46
Tra-18	168-172
Tra-19	171
Tra-22	48-49, 202

CROSS-TOPIC COMPETENCY

DIRECTIONS	
Dir-13	37-43, 98-101, 201
**Dir-15	99, 101

PERSONAL INFORMATION	
**Per-3	3-7
**Per-9	6
**Per-10	7
**Per-13	3-6

SOCIAL LANGUAGE	
**Soc-17	33
Soc-32	66-70
Soc-33	33
**Soc-34	34-36
Soc-35	102-108, 111-112 (game), 204

TELEPHONE	
Tel-9	8-11
**Tel-10	24-29, 200
**Tel-11	24-29, 200
**Tel-12	8-10
Tel-13	8-13, 199
**Tel-18	32-33, 200

SOURCE: See How It's Made -
Modern Curriculum Press (16 Titles)

Each book in this series of sixteen-page booklets deals with a different job or industry. The pictures are clear and brightly colored and provide excellent illustrations of job skills as well as tools and equipment. While the text is generally limited to one or two sentences per picture page, the passive voice is often used and high beginning or intermediate students may need help with this verb form. Booklets on rice farming and on palm oil and rubber processing may be familiar to the students; they might form the basis for a lesson on cross-cultural sharing.

TOPIC COMPETENCY

EMPLOYMENT- FINDING A JOB	Page(s)
**EFJ-4	entire series (dress, house, farmer, etc.)
**EFJ-8	entire series

CROSS-TOPIC COMPETENCY

SOCIAL LANGUAGE

**Soc-28	The Loaf of Bread The House Palm Oil The Rice Farmer Rubber

SOURCE: Shifting Gears - Hands-on activities for learning workplace skills and English as a second language.
Barabash, Gillespie, Moran, et.al. - The Experiment in International Living

This teacher's handbook was developed in the refugee camp in Phanat Nikom, Thailand, as the basis for the curriculum of the Pre-Employment Training component designed for introducing the technology of an industrial society, survival skills to keep a job, and related ESL to the hill tribe people of Laos. It consists of 24 lessons of hands-on work, from drawing lines and circles to making a lamp, and 34 number lessons. There is a section on lesson planning and techniques as well as an appendix with handouts, technical notes, and lists of materials. This is an excellent teacher resouce, but is not a text for students. NOTE: If your students came from Phanat Nikom, they have probably completed, or at least been exposed to, this material. There is now also a Shifting Gears Book 2.

TOPIC COMPETENCY

EMPLOYMENT-FINDING A JOB	Page(s)
**EFJ-4	170
EFJ-16	170-180, 182-185

EMPLOYMENT-ON THE JOB	
**EOJ-1	99
**EOJ-2	38,
**EOJ-3	56
**EOJ-4	68
**EOJ-5	131
**EOJ-6	32. 50, 63, 99
**EOJ-10	114, 138, 156
**EOJ-12	74
**EOJ-13	28, 52
**EOJ-16	51 (many other examples)
**EOJ-17	108
**EOJ-23	158
**EOJ-26	87-174
EOJ-32	33, 45, 63 (many more)
EOJ-39	93, 163, 169 (many other examples)

SOURCE: Shifting Gears (Page 2)

CROSS TOPIC COMPETENCY

CLARIFICATION	Page(s)
Cla-2	38
Cla-5	28, 86
**Cla-8	40, 146
**Cla-12	92
MONEY	
**Mon-4	211
SOCIAL LANGUAGE	
Soc-14	68
Soc-15	193

SOURCE: Side by Side 1 -
Molinsley & Bliss - Prentice-Hall

This is a conversational grammar book designed for adult ESL students. Many of the situational contexts are approprite to the MELT Competencies and provide practice with the structures of the language. The earlier lessons are suitable for beginning students but are also effective with intermediate level students. Each lesson utilizes line drawings to illustrate the situations.

TOPIC COMPETENCY

HEALTH	Page(s)
**He-6	91
**He-24	91
HOUSING	
**Hou-1	6-7
**Hou-9	38-40

SOURCE: Sign Language - Book A -
Richey - Janus Book Publishers

This book focuses on survival vocabulary that is found on signs. Th units present the words for sight recognition utilizing illustrations and very basic exercises. Limited English speaking adults will be able to benefit from this book.

TOPIC COMPETENCY

EMPLOYMENT- ON THE JOB	Page(s)
**EOJ-7	28-30, 38, 45, 47-49
SHOPPING	
**Sho-3	6-9, 26-27
**Sho-8	6-9, 26-27
TRANSPORTATION	
**Tra-2	22-25

SOURCE: Signs and Labels -
Gottlieb - Steck-Vaughn

This text is written for American high school special students. The focus is on developing reading, writing and reasoning skills for finding information that is important to personal safety, recreational pleasure and economic survival. The reading passages would be difficult for intermediate level ESL students but the photographs, line drawings and related exercises make the book useful for adults learning to cope in this culture.

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
**CmS-1	50 (fire alarm, extinguisher)
CmS-5	51, 54-55, 57, 59-66, 68, 72, 74, 76, 82 (pictures)

HEALTH	
He-3	54-55
He-13	54-55
**He-18	98-99
He-21	53-55
**He-31	98-105
**He-33	55
He-39	98

SHOPPING	
Sho-18	108-115 (sizes)
Sho-22	78-84
Sho-23	116-117
Sho-26	78-84
Sho-28	94-97

TRANSPORTATION	
**Tra-9	53
Tra-12	2-9, 24-44
Tra-20	76-77

SOURCE: Signs and Labels (Page 2)

CROSS TOPIC COMPETENCY

SOCIAL LANGUAGE	Page(s)
Soc-35	74-75

SOURCE: Signs Around Town -
Greatsinger - New Readers Press

The focus in this book is on important facts in signs which are all around us. Each unit begins with a photograph of a sign, followed by comprehension questions. The book was designed for Americans but is suitable for use with intermediate level ESL students.

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
CmS-11	28-29, 44-45
SHOPPING	
Sho-15	22-23
Sho-16	48-49
Sho-21	48-49
Sho-22	8-9
TRANSPORTATION	
**Tra-2	20
Tra-12	32-33, 38-39, 46-47
**Tra-14	16-17, 36-37

Source: Skills for Living: The Amazing Adventures of Harvey Crumbaker
Klasky and Burbott - Lakeshore

Harvey Crumbaker, a young man just out of high school, has his Amazing Adventures as he tries to make it on his own. Each lesson in the series is introduced by a cartoon and is then divided into two parts: the story of anti-hero Harvey as he makes mistakes and learns to correct them; and a simulated real-life situation in which students apply the concepts and skills they have learned in a participatory classroom environment. There are ample notes for the teacher and, at the back of the book, additional exercises, answer keys, and "dictionaries" for each unit.

The stories are written for native American high school students. The situations are funny and generally easy to understand. The teacher should be aware, however, that ESL students may need some help in decodin the humor, which is frequently based on puns. The material is appropriat for high intermediate and advanced students.

Four loose-leaf notebooks contain the series. The purchaser has permission to copy enough pages for his/her class.

Source: Skills for Living, Unit I: Filling Out Forms and Following Directions

Sample forms and instructions on how to fill them out effectively focus on a wide gamut of survival-skill reading and writing activities: finding a job; finding a place to live; opening and using a bank account; getting a driver's license; using a map; following recipes; and using the yellow pages.

TOPIC COMPETENCY

BANKING	Page(s)
Ban-7	9a-9h, 5d
**Ban-9	5a-5g
HOUSING	
**Hou-14	125-132
Hou-17	2a-2e, 125-132
**Hou-26	2a-2e, 125-132
**Hou-28	2a-2e
Hou-29	2a-2e

SOURCE: Skills for Living Unit I (page 2)

SHOPPING

Sho-28	15a-15i, 18a-18d
Sho-30	16a, 16c

TRANSPORTATION

Tra-16	13a-13d
Tra-21	14a-14e

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
Dir-13	12a-12f
**Dir-15	12g-12h

SOURCE; Skills for Living, Unit II, Coping as a Consumer
Klasky and Burbott - Lakeshore

Understanding paycheck stubs, household bills, dosages of medication, discount prices, and car loans are some of the problems Harvey works with in Unit II.

TOPIC COMPETENCY

BANKING	Page(s)
Ban-7	13a-13e
HEALTH	
**He-18	6a-6d
SHOPPING	
Sho-21	15a-15f, 16a-16h
Sho-23	16a-16h
Sho-30	18a-18h
TRANSPORTATION	
Tra-21	20a-20g, 153

SOURCE: Skills for Living, Unit III: On the Job

The processes and problems which may be involved in getting a job and keeping it occupy Harvey as he writes job applications, interviews for jobs, gets a physical exam, and, on the job, learns to figure sales tax, operate a cash register, and handle customer complaints.

TOPIC COMPETENCY

EMPLOYMENT- FINDING A JOB	Page(s)
**EFJ-21	1a-1h
**EFJ-23	161-162, 4b

EMPLOYMENT ON THE JOB	
EOJ-36	132-141, 157-162,

SOURCE: Skills for Living, Unit IV: Everyday Communications
Klasky and Burbott - Lakeshore

Written and spoken communication skills are central to Unit IV. Harvey learns to write letters of complaint, inquiry, and thanks as well as resumes, want ads, telegrams, and directions, etc. Using the telephone effectively and talking to the doctor or the boss are among the eight lessons on spoken communication skills.

TOPIC COMPETENCY

EMPLOYMENT

FINDING A JOB	Page(s)
EFJ-30	6a-6f
EFJ-31	7a-7g

SOURCE: Sources of Job Information - CAP -
Sheiner and Sewell - Media Materials

This small book is designed for native English speaking adults. The reading level is suitable for some high intermediate to advanced ESL students. The text introduces the student to job information sources. The major objectives for ESL students are to identify procedures for utilizing those sources and to interpret job information from those sources.

TOPIC COMPETENCY

EMPLOYMENT FINDING A JOB	Page(s)
**EFJ-10	40-41
**EFJ-15	45-52
EFJ-17	6-39, 57-64
**EFJ-22	10-12

SOURCE: Speak English! - Text One -
Corley and Coyle - Institute of Modern Languages

This text was written for beginning level ESL students with emphasis on developing oral language skills in real life situations. Each unit begins with a problem and the question "What's wrong?" to encourage oral language. The activities include short dialogs, roleplays, total physica response, and a controlled writing exercises. Teachers' notes are writte at the bottom of each page. There is also a list of functional and structural objectives for each lesson. Topics include using the phone, transportation, shopping and housing. The illustrations feature characters from diverse ethnic backgrounds.

TOPIC COMPETENCY

BANKING	Page(s)
Ban-2	23
**Ban-3	21
**Ban-5	21-22
COMMUNITY SERVICE	
CmS-9	10, 35
HOUSING	
Hou-6	69
Hou-7	63
SHOPPING	
**Sho-1	58-59
**Sho-2	13, 58
Sho-5	60
Sho-13	60-61
Sho-15	12, 16
Sho-17	19, 21
TRANSPORTATION	
Tra-12	73
Tra-15	43
Tra-18	48

SOURCE: Speak English! - Text One (Page 2)

CROSS-TOPIC COMPETENCY

CLARIFICATION	Page(s)
**Cla-1	3, 12, 15, 56
Cla-6	48-49
**Cla-9	6
Cla-11	50
Cla-12	50

DIRECTIONS	
**Dir-2	45
Dir-6	45, 72-73
**Dir-9	45, 72-73
**Dir-15	74

MONEY	
**Mon-4	4
Mon-5	4
Mon-6	4

PERSONAL IDENTIFICATION	
**Per-1	24

SOCIAL LANGUAGE	
**Soc-2	19
**Soc-3	56
**Soc-6	27, 59
**Soc-7	38
Soc-11	17, 65
Soc-13	5-6
**Soc-17	57
Soc-36	74

TELEPHONE	Page(s)
**Tel-2	2-3, 8
**Tel-5	6-7, 36
**Tel-7	36
**Tel-8	6-7
**Tel-10	36
**Tel-12	8
Tel-13	10, 42

TIME	
**Tim-4	20-21

SOURCE: Speaking of Pictures -
Beal - Steck-Vaugn

The three workbooks noted below contain pictures and activities whic can be used with students at the beginning, intermediate and advanced levels. The elements of each lesson are the pictures and related vocabulary, a key sentence, a conversation, a command-response or TPR activicty, discussion and a short story. The situations covered are relevant to the lives of adults and the pictures are clear without being over-simplified. A Teachers' Edition includes suggestions for using the pictures and exercises as well as extended activities.

Speaking of Pictures Book 1 -

There are two series of pictures. The first set of 10 pictures is titled "Speaking of Dinner," and the second set is "Speaking of a Pot Luck Picnic."

TOPIC COMPETENCY

BANKING	Page(s)
Ban-2	5-6
**Ban-3	5-6

SHOPPING	
**Sho-1	1-4
**Sho-2	3-4

CROSS-TOPIC COMPETENCY

MONEY	Page(s)
**Mon-2	2-3

SOCIAL LANGUAGE	
**Soc-2	59-60
**Soc-10	59-60, 71-72
Soc-11	61-64
Soc-15	19-20
**Soc-19	15-18
Soc-36	55-56

SOURCE: Speaking of Pictures Book 2 -

The first set of pictures is titled "Renting an Apartment", and the second set is "Going to the Doctor".

TOPIC COMPETENCY

EMPLOYMENT ON THE JOB	Page(s)
**EOJ-26	3,4

HEALTH	
**He-5	61-64
**He-6	78
He-9	61-64
He-11	57-58, 78
He-12	57-58, 61-62
He-14	59-60, 81
**He-15	91
He-20	91
**He-22	65-66, 91
**He-24	57-58, 78

HOUSING	
Hou-7	15-16
**Hou-9	9-10, 13-16
Hou-12	1-2
**Hou-15	15-16, 42, 45
Hou-17	13-14, 39

CROSS-TOPIC COMPETENCY

SOCIAL LANGUAGE	Page(s)
**Soc-19	10

SOURCE: Speaking of Pictures Book 3 -

The first set of pictures is titled "Speaking of Getting a Job", and the second is "Speaking of a Driver's License".

TOPIC COMPETENCY

EMPLOYMENT-FINDING A JOB	Page(s)
**EFJ-8	1-2, 23-24
**EFJ-10	12, 7-8, 21, 31, 33
**EFJ-11	13-14
**EFJ-12	11-12, 17-18
EFJ-13	17-18
EFJ-14	11-12
EFJ-16	15-16
**EFJ-22	15-16, 34
**EFJ-23	17-18
EFJ-26	9-10, 17-18, 34
**EFJ-28	13-14, 40-42

TRANSPORTATION	
Tra-18	73-74

SOURCE: Speaking Up at Work -
Robinson & Rowekamp - International Institute of Minnesota/
Oxford University Press

This is a competency-based text written for literate intermediate level ESL adults. The focus of the lessons is on maintaining employment and advancing on the job. Each of the ten units is divided into 3 sections; the first section deals with social interaction; the second deals with appropriate behavior on the job, especially in training situations; and the third deals with reading and writing skills on the job. The lessons are very relevant and responsive to the needs of working adults. A Teacher's Manual is available which gives suggestions for adapting the material to different levels of language ability.

TOPIC COMPETENCY

EMPLOYMENT-FINDING A JOB	Page(s)
EFJ-16	177-185
EFJ-17	234, 245-248
EFJ-19	178, 180-181, 184
**EFJ-22	235-237
**EFJ-23	155-158
**EFJ-24	237
**EFJ-25	237, 241-242
EFJ-29	235-243

EMPLOYMENT-ON THE JOB	
**EOJ-1	11, 16
**EOJ-4	63-71
**EOJ-5	20-25
**EOJ-10	64, 69-70
**EOJ-12	34-46, 64, 69-70
EOJ-15	27-33
**EOJ-16	63, 66-68
**EOJ-17	89-91, 98-100
**EOJ-20	63 (two step instructions)
**EOJ-21	89-97, 109-113, 121-125
**EOJ-23	63-71
**EOJ-25	211-212
EOJ-35	176
EOJ-36	173-176
EOJ-37	47-53
EOJ-40	195-199

SOURCE: Speaking Up at Work (Page 2)

CROSS TOPIC COMPETENCY

CLARIFICATION	Page(s)
**Cla-1	5, 7, 14
**Cla-2	5, 7-8, 11, 13
Cla-3	13
**Cla-12	170, 217
**Cla-13	219
**Cla-14	211, 213
**Cla-15	16, 121-125, 165
Cla-17	165-166, 169
**Cla-18	166, 169
**Cla-19	237

TELEPHONE	Page(s)
**Tel-7	219-221
**Tel-10	219-221
**Tel-11	219-221

DIRECTIONS	
**Dir-1	35
Dir-6	34, 41
**Dir-8	64, 69-70
**Dir-9	34-46
**Dir-12	34-46

MONEY	
Mon-9	223-226 (income tax)

PERSONAL IDENTIFICATION	
**Per-3	11
**Per-4	11-13
**Per-11	11

SOCIAL LANGUAGE	
**Soc-2	1-9
**Soc-3	116-119
**Soc-5	55-61
Soc-15	116-119
**Soc-22	201-203, 205-208
**Soc-27	133-143, 159-164, 177-185
**Soc-34	227-233

SOURCE: Techniques for Effective Communication - Brod - Spring Institute

This booklet is a collection of ideas for use in job skills oriented ESL classes for adult refugees. Most of the activities are games in three versions (beginning, intermediate and advanced) to help meet the needs of a multi-level class. The focus is on oral communication, especially clarification skills, which can be used in a work situation. Master pages are included for photocopying class sets of game pages and cards.

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)	HOUSING	Page(s)
**CmS-7	32	Hou-8	17

EMPLOYMENT-FINDING A JOB	
**EFJ-1	3 (grid)
**EFJ-4	3
**EFJ-5	2
**EFJ-9	21
**EFJ-12	17
EFJ-13	16
EFJ-16	3
**EFJ-21	20
**EFJ-23	20

EMPLOYMENT-ON THE JOB	
**EOJ-1	26
**EOJ-3	28
**EOJ-7	16
**EOJ-8	20
**EOJ-10	26
**EOJ-11	26
**EOJ-16	27
**EOJ-17	28
**EOJ-25	26-28

TRANSPORTATION	
**Tra-2	12

SOURCE: Techniques for Effective Communication (Page 2)

CROSS TOPIC COMPETENCY

CLARIFICATION	Page(s)
**Cla-1	10, 26
**Cla-2	10, 26, 28
Cla-3	10
Cla-4	10
**Cla-10	2
**Cla-15	8
Cla-16	8

DIRECTIONS	
**Dir-4	27
Dir-10	28

MONEY	
**Mon-2	12, 31
**Mon-3	31
Mon-8	31

PERSONAL IDENTIFICATION	
**Per-1	2-4
**Per-2	2-3
**Per-3	2-3
**Per-4	2
**Per-10	4
Per-12	2
**Per-13	2, 17, 27
**Per-15	4

SOCIAL LANGUAGE	
**Soc-1	2
**Soc-6	3-4
Soc-11	2
Soc-24	3-4

TIME	Page(s)
**Tim-3	13, 17
**Tim-7	13
**Tim-10	3
Tim-12	3

SOURCE: Time Cards and Pay Checks -
Rand - Janus Book Publishers

This book treats using time cards and understanding pay checks in great depth. Basic math skills are covered as well as the concepts needed to understand these two areas of the world of work. While the book was written for native English speakers, it can be used with intermediate level ESL students.

TOPIC COMPETENCY

EMPLOYMENT-ON THE JOB	Page(s)
EOJ-37	49-64

SOURCE: Today - Activity/Reference Books A1, A2, B1, B2 -
Sherman and Napoli - Instructional Communications Technology

These books are basically workbooks which give students practice and experience filling in forms, reading ads, decoding bills, writing checks, etc. The tasks are those real life situations that everyone faces in this American society and are therefore useful for ESL refugees as well as ABE students. Teachers will need to give guidance and provide modelling because the format of the books encourages testing rather than teaching.

Today - Activity/Reference Book A1

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-5	24-26
**Ban-7	31-33, 58
EMPLOYMENT-FINDING A JOB	
**EFJ-5	5 (form for information on army jobs)
**EFJ-15	7-11, 52
EMPLOYMENT-ON THE JOB	
EOJ-37	27-30
HOUSING	
Hou-24	19, 23
SHOPPING	
**Sho-10	12-15
Sho-21	12-15. 53

TRANSPORTATION	Page(s)
Tra-12	34-37, 59
Tra-15	42-43, 45, 47
Tra-16	6

SOURCE: Today - Activity/Reference Book A1 (Page 2)

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
Dir-14	48-50
**Dir-15	48-50

TIME

**Tim-10	40-41, 60
**Tim-11	39-40
Tim-12	40

SOURCE: Today - Activity/Reference Book A2 -

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-5	23-26

COMMUNITY SERVICE	
CmS-17	42-43
CmS-20	13, 15, 48-50
CmS-26	40, 42-43
CmS-29	42-43, 51

EMPLOYMENT-FINDING A JOB	
**EFJ-15	4-7

EMPLOYMENT-ON THE JOB	
EOJ-37	27-30

HOUSING	
**Hou-10	17-22

SHOPPING	
Sho-21	8-11

CROSS-TOPIC COMPETENCY

PERSONAL IDENTIFICATION	Page(s)
**Per-18	1-3

SOURCE: Today - Activity/Reference Book B1 -

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
CmS-20	61, 68
CmS-29	58, 60-61, 63, 66-68, 79
CmS-30	12-15, 21, 71
EMPLOYMENT-FINDING A JOB	
**EFJ-21	50-56, 78
EFJ-31	20, 27
HEALTH	
**He-31	40-42
HOUSING	
**Hou-20	21
SHOPPING	
Sho-16	80
Sho-21	69
Sho-23	1-3
Sho-25	33
Sho-28	28-32, 70
Sho-30	45-49, 59, 77

SOURCE: Today - Activity/Reference Book B2 -

TOPIC COMPETENCY

COMMUNITY SERVICE

CmS-20	51, 56
CmS-26	49, 56
CmS-29	16-18, 49-51, 53, 56
CmS-30	9-15
CmS-31	23 (exercise - not teaching page)

EMPLOYMENT-FINDING A JOB

EFJ-30	46-48

EMPLOYMENT-ON THE JOB

EOJ-34	36-37, 39 (Label directions for cleaning supplies)

HEALTH

**He-18	24, 29
**He-31	24, 26, 29

HOUSING

Hou-18	36-37. 39
Hou-24	52

SHOPPING

Sho-21	1-4
Sho-28	25, 28, 35, 54
Sho-30	40-45, 55

TRANSPORTATION

Tra-17	3

SOURCE: Tune in to English -
Kind - Regents

The songs in this text are familiar tunes with new words. The book is designed for beginning and intermediate level adult ESL students. The focus is on functional language in practical situations. The language in each song is reviewed through exercises and games.

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
**CmS-7	41

EMPLOYMENT-ON THE JOB	
**EOJ-12	58 #14

SHOPPING	
**Sho-1	6 #2
**Sho-2	46-47 #11
Sho-4	46-49
Sho-11	6-8
Sho-12	6-8
Sho-18	46 #11
**Sho-20	82-85 #20
Sho-24	46-47
Sho-26	6-8

HEALTH	Page(s)
**He-23	26 #7

SOURCE: Tune into English (Page 2)

CROSS TOPIC COMPETENCY

DIRECTIONS	Page(s)
**Dir-7	30-32
**Dir-9	14-17
Dir-14	17

PERSONAL IDENTIFICATION	
**Per-1	2-5
Per-6	1-5
**Per-7	10-12
**Per-10	1-5

SOCIAL LANGUAGE	Page(s)
**Soc-1	2-4
**Soc-6	22-25
**Soc-8	26-29
**Soc-27	62-65
Soc-35	50-53

TELEPHONE	
**Tel-3	34-35
**Tel-4	34-36
**Tel-5	34-36
**Tel-8	34-36

SOURCE: Using Money Series -
Wool - Richards Publishing Co.

This series of work books deals with money from the basics of identifying coins and their values in Book I, to computing change in Book II, to figuring total cost and savings on sale items in Book III. The concepts and exercises are very basic and can be used with beginning level ESL students.

CROSS-TOPIC COMPETENCY

Using Money Series Book I -

MONEY	Page(s)
**Mon-1	entire book

SOURCE: Using Money Series - Book II -

MONEY	
**Mon-2	41-42

SOURCE: Using Money Series - Book III -

**Mon-2	28-42, 48-49, 53-54

SOURCE: Using the Telephone -
Corcoran - Frank E. Richards Publishing

This workbook is designed for adults and covers topics such as emergency numbers, using the yellow pages, and long distance calls. It is best used with intermediate and advanced students of ESL.

TOPIC COMPETENCY

HOUSING	Page(s)
Hou-24	25-27, 55

CROSS-TOPIC COMPETENCY

TELEPHONE	Page(s)
**Tel-2	2
Tel-9	12, 21, 41-46
**Tel-12	7-11
Tel-13	16-17
Tel-15	31-38, 55-56
Tel-16	41-46
**Tel-18	5

SOURCE: Using Transportation - Follett Coping Skills Series
Kranich and Messec - Follett Publishing Co.

This text is for adults and ESL Students. It has an extensive section on regulatory signs, as well as material on a variety of maps and schedules.

TOPIC COMPETENCY

TRANSPORTATION	Page(s)
**Tra-5	31-35
Tra-12	5-22, 29
Tra-15	37-49, 57-58

CROSS-TOPIC COMPETENCY

DIRECTIONS	Page(s)
Dir-13	23-28

SOURCE: The Vocabulary Builder -
Liebowitz - National Textbook Company

This is a book of spirit duplicator masters of 32 picture pages. The pages of simple, clear illustrations are organized by topic. A wide variety of games and practice activities for each page is suggested in the text. This is the more basic of the two books (Practical Vocabulary Builder is the second book.) and tends to be appropriate for more limited ESL students.

TOPIC COMPETENCY

HEALTH	Page(s)
**He-4	7

HOUSING	
**Hou-1	16-18
Hou-19	18, 28

SHOPPING	
**Sho-1	4, 5A, 6B
**Sho-3	2-3
Sho-4	3-4
Sho-24	2-3
Sho-26	22

CROSS-TOPIC COMPETENCY

SOCIAL LANGUAGE	Page(s)
Soc-21	31
Soc-24	12

SOURCE: Working with Others - CAP -
Munford and Sheiner - Media Materials

This small book is designed for native English speaking adults. The reading level is suitable for some high intermediate to advanced ESL students. The booklet focusses on the importance of inter-personal relations for success on the job and provides opportunities to practice communication skills.

TOPIC COMPETENCY

EMPLOYMENT ON THE JOB	Page(s)
EOJ-33	47-52
SHOPPING	
Sho-27	12B (general telephone procedures)
SOCIAL LANGUAGE	
**Soc-9	15-17

SOURCE: The Write Stuff: Life Skills Writing -
Evans - Contemporary Books

This book is written for American adults learning basic survival writing skills. The units include filling in forms, writing letters, sending telegrams, and writing resumes. The story line about a contempory family links the units together and provides the context for the activities. This text is suitable for advanced ESL students.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-5	8-9
Ban-7	7-8

COMMUNITY SERVICE

**CmS-7	28
CmS-31	32-35

EMPLOYMENT-FINDING A JOB

**EFJ-21	58-60
EFJ-30	63-65
EFJ-31	61-62, 66-70

EMPLOYMENT-ON THE JOB

**EOJ-29	80-81 (report to OSHA of safety violation)
EOJ-41	71-74

HOUSING

Hou-25	30-31

SOURCE: A Writing Book: English in Everyday Life -
Carver, Fotinos, Olson - Prentice-Hall

This book was written for ESL students who have some literacy skills but who need to complete some common writing tasks before they have the English skills to handle them. The tasks covered in the book include writing greetings, addressing envelopes, handling banking transactions, completing employment forms, and writing business letters. While some of the tasks require a good grasp of English, all of the more complex tasks have been broken down into segments with models so even the more limited English speakers can complete them successfully.

TOPIC COMPETENCY

BANKING	Page(s)
**Ban-1	70
Ban-11	76-77

COMMUNITY SERVICE	
**CmS-7	34-35
CmS-12	46
CmS-15	47
CmS-28	48

EMPLOYMENT-FINDING A JOB	
EFJ-30	133-134

HEALTH	Page(s)
**He-17	111
He-28	110
**He-30	154
He-34	109

SHOPPING	
**Sho-20	170
Sho-29	170, 172

CROSS-TOPIC COMPETENCY

PERSONAL IDENTIFICATION	Page(s)
**Per-18	74, 109-110, 138, 140

SOURCE: You and Your Career - CAP -
Munford and Sheiner - Media Materials

This small book is designed for native English speaking adults. The reading level is suitable for some high intermediate to advanced ESL students. The book gives background information and activities to assist students in identifying their interests and career goals.

TOPIC COMPETENCY

EMPLOYMENT FINDING A JOB	Page(s)
EFJ-16	entire book

SOURCE: Your Daily Paper -
Stein - New Readers Press

Each lesson is made up of items from actual newspapers with a series of about 10 questions accompanying each. The items include topics such as headlines, TV schedules, classified ads, and grocery ads. While some of the questions may be too difficult for ESL students, the items themselves can be used as a focus with teacher guidance.

TOPIC COMPETENCY

COMMUNITY SERVICE	Page(s)
Cms-24	46-49 (Written information)
CmS-26	48-49

EMPLOYMENT-FINDING A JOB	
**EFJ-15	54-55

HOUSING	
Hou-23	54-55

SHOPPING	
Sho-21	56-57
Sho-30	28-29, 34-35 (Consumer advice)

CROSS-TOPIC COMPETENCY

SOCIAL LANGUAGE	Page(s)
Soc-23	36-37 (weather forecasts)

III. PUBLISHERS

1. Addison-Wesley Publishing Company
Distribution Center
5851 Guion Road
Indianapolis, Indiana 46254
(415) 854-0300

Impact!, Book I - Motta and Riley

2. The Alemany Press
2501 Industrial Parkway West
Hayward, CA 94545
(415) 887-7070

Action English Pictures - Takahashi and Trauman-Prickel
Everyday English, Books 1, 2A and 2B - Schurer and Mao

Live Action English - Romyn and Seeley
The New Arrival, Books 1 and 2 - Kuntz

3. Cambridge, The Adult Education Company
888 Seventh Ave.
New York, NY 10106
(800) 221-4764

English Spoken Here Series:
    Getting Started - Messek and Kranich
    Getting Started Exercise Book - Merriman and Plimpton
    Consumer Information - Messek and Kranich
    Consumer Information Exercise Book - Merriman and Plimpton
    Health and Safety - Messek and Kranich
    Life in the U.S.- Messek and Kranich
    Life in the U.S. Exercise Book - Merriman and Plimpton

4. Contemporary Books
180 N. Michigan Ave.
Chicago, IL 60601
(312) 782-9181

The Write Stuff - Life Skills Writing - Evans

5. Developmental Learning Materials (DLM)
7440 Natchez Ave.
Niles, IL 60648
(312) 647-7800

Functional Signs
Survival Signs

6. Delta Systems Co., Inc.
570 Rock Road Dr., Unit H
Dundee, IL 60118
(312) 551-9595 and (800) 323-8270

ESL Modulearn, Lessons 1-20
ESL Modulearn, Vol. 2
ESL Modulearn, Audio Tape Reinforcement Program

7. The Experiment in International Living
Kipling Road
Brattleboro, Vermont 05301

Opening Lines
Shifting Gears

8. Follett Publishing Company
A Cambridge University Press Company
32 East 57th St.
New York, NY, 10022
(312) 666-5858

Banking, Follett Coping Skills - Herzog
Using Transportation, Follett Coping Skills - Kranich and Messec

9. Heinemann Educational Books, Inc.
70 Court Street
Portsmouth, NH 03801
(603) 431-7894

A New Start: Teacher's Book - Mrowicki and Furnborough
A New Start: Student's Book - Mrowicki and Furnborough
A New Start: Literacy 1 - Mrowicki and Furnborough
A New Start: Literacy 2 - Mrowicki and Furnborough
(with 4 cassettes)

10. Hopewell Books, Inc.
1670 Sturbridge Dr., RD #1
Sewickley, PA 15143
(412) 366-3287

Buying a House (The Money Series) - Husak, Pahre, and Stewart

11. Institute of Modern Languages (IML)
2622 Pittman Drive
Silver Spring, MD 20910
(301) 565-2580

Read English! Book Two - Coyle
Speak English! Book One - Corley and Coyle

12. Instructional/Communications Technology (I/CT)
10 Stepar Place
Huntington Station, NY 11746
(512)-549-3000 or 1-800-CALL-ICT

Today: Activity/Reference Books A-1, A-2, B-1, and B-2-
Sherman and Napoli

13. Janus Books
2501 Industrial Parkway West
Dept. J C 8
Hayward, CA 94545
(800) 227-2375

Becoming a Driver - Giebel and Pogrund
Finding a Good Used Car - Fletcher and Kelley
Getting Help - Chan
Get Hired - Anema
Hospital Word Cards - Janus
Janus Job Interview Guide - Livingstone
Janus Job Planner - Jew and Tong
My Job Application File (Third Edition) - Khan, Tong, and Jew
Reading and Following Directions - Roderman
Reading Schedules - Roderman
Sign Language - Richey
Time Cards and Pay Checks - Rand

14. Lakeshore Curriculum Materials Company
2695 E. Dominguez St.
P. O. Box 6261
Carson, CA 90749
(213) 537-8600 or (800) 421-5354

Harvey Crumbaker Skills Library - Klasky and Burbott
    Unit I: Filling Out Forms
    Unit II: Coping as a Consumer
    Unit III: On the Job
    Unit IV: Everyday Communications

15. Linmore Publishing, Inc.
P. O. Box 1545
Palatine, IL 60078

Let's Work Safely! - Mrowicki

16. Media Materials, Inc.
2936 Remington Ave.
Baltimore, MD 21211-2891
(301) 235-1700

You, the Worker Series, CAP (Competency Achievement Packet)
    Applying for a Job - Munford
    Instructional Facilities - Reyes
    Job Interviews - Parks
    Job Performance - Parks and Munford
    Sources of Job Information - Sheiner and Sewell
    Working with Others - Munford and Sheiner
    You and Your Career - Munford and Sheiner

17. Modern Curriculum Press
13900 Prospect Rd.
Cleveland, OH 44136
(515) 277-1425

Building Life Skills Books E and F - Granowsky and Mumford
See How It's Made Series - Ricketts, illustrator
    The Dress
    The Book
    The Highway
    The Rice Farmer
    Palm Oil
    The Knife and Fork
    The Car
    The House
    The Glass Jug
    Tin
    Rubber
    The Ship
    The Loaf of Bread
    The Television Program
    The Bar of Chocolate
    The Cup and Saucer

18. National Textbook Company
4255 W. Touhy Ave.
Lincolnwood, IL 60646-1975
(800) 323-4900 (IL 1-312-679-5500)

Building Real LIfe English Skills - Starkey and Penn
Everyday Consumer English - Kleinmann and Weissman
Everyday English, Books 1, 2, 3, and 4 - Krulik and Zaffran
Practical Vocabulary Builder - Liebowitz
The Vocabulary Builder - Liebowitz

19. Newbury House Publishers
A Harper and Row Company
54 Church Street
Cambridge, MA 02138
(617) 492-0670

Beyond the Classroom - Cathcart and Stron
Discovering English - Batchelor de Garcia & Nixon
ESL Operations - Nelson and Winters
Face to Face - Zanger
First Steps in Reading and Writing - Wigfield
Real to Reel - Ekstut and Scoulos

20. New Readers Press
Division of Laubach Literacy Intl.
1320 Jamesville Ave.
P. O. Box 131
Syracuse, NY 13210
(315) 422-9121

Filling Out Forms (1986) - Stein
It's On The Map - Waelder
Label Talk - Greatsinger
Let's Look It Up - Waelder
Machine Age Riddles - Greatsinger
Read the Instructions First - Greatsinger
Signs Around Town - Greatsinger
Your Daily Paper - Stein

21. Oxford University Press
English Language Teaching Division
200 Madison Ave.
New York, NY 10016
(212) 679-7300

Jazz Chants - Graham
Oxford Picture Dictionary of American English - Parnwell
Oxford Picture Dictionary of American English Workbook- Schimpff
Speaking Up at Work (International Institute of Minnesota) -
Robinson and Rowekamp

22. Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632
(201) 592-2000

Alice Blows a Fuse - Boyd and Boyd
Basic English for Adult Competency - Keltner, Howard and Lee
A Conversation Book I - Carver and Fotinos
English for Adult Competency I - Keltner, Howard and Lee
English for Adult Competency II - Keltner, Howard and Lee
Side by Side I - Molinsky and Bliss
A Writing Book: English in Everyday Life -
Carver, Fotinor, and Olson

23. Refugee Materials Center
U. S. Department of Education
10220 N. Executive Hills Blvd., 9th Floor
Kansas City, MO 64153
(816) 891-7972

Single copies of the following materials are available free of charge and may be duplicated.

A New Life, A New Job, Hayden et. al., CRESL Project
100.1002 Teacher's Manual, Levels 1 and 2
100.1003 Student's Study Guide, Levels 1 and 2
100.1004 Teacher's Manual, Level 3
100.1005 Student's Study Guide, Level 3

English for Your First Job, A Beginning Vocational ESL Textbook - Prince and Gage, Office of the Superintendent, Washington State
100.597

24. Regents Publishing Company Inc.
Two Park Avenue
New York, NY 10016
(212) 889-2780-81
(800) 822-8202

Lifelines, Books 1, 2, 3, and 4 - Foley and Pomann
Tune in to English - Kind

25. Richards Publishing Company
P. O. Box 66
Phoenix, NY 13135
(315) 695-7261

Application Forms - Piltch
The Bank Book - Wool
Banking, Budgeting and Employment - Lennox
Basic Health - Lobb
Catalog Shopping - Smith
Everyday First Aid Skills - Lobb
Finding Ourselves - Corcoran
Learning About Time - Bohn and Wool
Learning Functional Words - Somers
Learning to Use Maps - Kranich and Messec
Let's Go Shopping - Landy
Reading for Survival - Corcoran
Using Money Series - Wool
Using the Telephone - Corcoran

26. Scott, Foresman and Co.
1900 E. Lake Ave.
Glenview, IL 60025
(312) 729-3000

English That Works, Books 1 and 2 (ICB-VESL) -
Savage, How and Yeung

27. Spring Institute for International Studies
4891 Independence Street, Suite 100
Wheat Ridge, CO 80033
(303) 431-4003

Techniques for Effective Communication - Brod

28. Steck-Vaughn Company
P. O. Box 2028
Austin, TX 78768
(800) 531-5015

Entry to English, Books 1, 2, 3, and 4 - Beal
Finding a Job - De Caprio
How to Get a Job and Keep It - Goble
Signs and Labels - Gottleib
Speaking of Pictures 1, 2, and 3 - Beal

29. Voluntad Publishing Company
An National Textbook Subsidiary
4255 W. Touhy Ave.
Lincolnwood, IL 60646-1975

Looking at American Signs - Huizenga